

Evaluation Report:

Governor's Virginia Performance Pay
Incentives Initiative Pilot

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Evaluation Report:

***Governor's Virginia Performance Pay Incentives Initiative
Pilot***

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Executive Summary

Virginia has undertaken a bold, new initiative that re-creates the teacher evaluation system to include student achievement as one of seven standards used in rating teachers and has implemented a performance-pay pilot that provided incentives for teachers who received an exemplary rating. In tandem with a clear vision for performance-pay from the Governor's Office, the Virginia Department of Education (VDOE) has been proactive in examining research on performance-pay, revising policies and procedures, and funding a performance-pay pilot: the *Governor's Virginia Performance Pay Incentives* (VPPI) pilot. The pilot was conducted in school year (SY) 2011-2012. It included a total of 25 Hard-to-Staff (HTS) and School Improvement Grant (SIG) schools, representing 13 school divisions. Seven hundred and eighty-two teachers participated in the pilot; of these 225 (28.77 percent) received a pay incentive.

Pilot evaluation

As part of the pilot, the VDOE contracted with RMC Research Corporation to conduct an evaluation. The purpose of this evaluation is to provide VDOE with insights into the functioning of the pilot. A mixed methods design was utilized, using surveys of principals and teachers, supplemented with document review, principal interviews, communication with staff from VDOE and The College of William and Mary, and analysis of internal consistency of principal ratings. Most analyses were qualitative and descriptive, as appropriate to the purpose of the evaluation—not to make definitive statements of whether the pilot “worked,” but to gain understandings that will assist VDOE in moving forward. Evaluation questions were organized by five key interest areas as follows:

1. Outcomes of the pilot
 - a. How many teachers participated in the pilot?
 - b. How many teachers received each rating?
 - c. How many teachers received performance-pay and in what amount?
2. Quality of training and technical assistance for pilot schools
 - a. What supports were principals given to help them implement the pilot?
 - b. What supports were teachers given to help them implement the pilot?
 - c. How was the support that was provided rated?

- d. Which aspects of the VPPI model need additional support and of what type?
- 3. The attitudes and beliefs of educators regarding the performance-pay model
 - a. To what extent is the VPPI model seen as feasible?
 - b. To what extent is the VPPI model seen as an effective way to increase teacher motivation and retention?
 - c. To what extent is the VPPI model seen as fair?
 - d. To what extent did pilot participants' perceptions change after distribution of performance awards?
- 4. Implementation of the performance-pay model in participating schools
 - a. To what extent were the key features of the VPPI model implemented?
 - b. What factors facilitated or hindered implementation?
 - c. What lessons were learned in the pilot period about the implementation of the VPPI model overall?
 - d. What, if any, were the challenges in the implementation of the *Uniform Performance Standards and Evaluation Criteria for Teachers*?
 - e. What, if any, were the suggested changes to the performance standards for teachers?
 - f. How did teachers and principals determine student academic progress (Standard 7) and what were the changes in this process, including student achievement goal setting?
- 5. Reliability of the summative ratings
 - a. What steps were taken to ensure the reliability of ratings?
 - b. What was the reliability of rating in a sample analyzed by the evaluator?

Findings

Each question is addressed in the findings section of this report. Main findings from the pilot evaluation are summarized as follows:

- ❖ The pilot was implemented and completed in all participating schools. The short time frame for implementation meant that the learning curve was steep for principals and teachers. They had to learn the components of the new evaluation system, implement a comprehensive process, and determine which teachers earned performance-pay. Both teachers and principals thought that implementation was challenging and that there were

barriers. Some teachers opted out of the pilot. Nonetheless, in the face of challenges, principals and teachers persevered, and the activities of the pilot phase were accomplished. Teachers who received exemplary summative ratings received performance awards. Internal consistency measures showed principals reliably used standards in making judgments across teachers.

- ❖ Training and technical assistance was provided to principals and teachers in pilot schools in a variety of modes and formats, and this support facilitated implementation. The centerpiece of support was the train-the-trainer approach in which The College of William and Mary provided direct training to principals and a limited number of teachers on leadership teams. Administrators in turn trained and supported their faculties. Principals found The College of William and Mary training and on-site technical assistance quite useful. Teachers found school-based support, especially networking with other teachers, to be the most useful form of support provided.
- ❖ In general, principal knowledge and understanding of VPPI and perceptions of VPPI fairness, feasibility, value, and success of implementation were higher than teacher perceptions on the same topics. A minority of principals needed additional assistance as the pilot came to a close, especially in the more technical issues of addressing Standard 7 – Student Academic Progress (finding appropriate assessments, writing good goals based on the assessments and the use of student growth percentiles). Other issues where principals still may need assistance are: (1) expectations of teachers at the secondary level, where teachers’ student loads are much greater than at the elementary level, (2) implementing Standard 7 for teachers of non-tested areas, and (3) in writing goals for special populations like students with disabilities and English language learners. At the teacher level, variation in responses was greater than at the principal level. Some teachers in some schools were significantly challenged by time and effort constraints as well as ability to effectively use the guidelines to promote data-driven instructional change that would improve student learning. The more positive perceptions of principals than teachers is generally consistent with what might be expected in a train-the-trainer model, with variability in implementation of desired changes becoming greater among individuals who are further removed from the direct training experience.

Commendations and Recommendations

The evaluation report offers commendations and recommendations to VDOE, in recognition of accomplishments and to provide suggestions that the state may wish to take into account as it implements the new teacher evaluation system. Conclusions and recommendations are categorized into the following topical areas: (1) design of the VPPI; (2) training and technical assistance; and (3) the VPPI pilot.

Design of the VPPI. In general, the VPPI was found to be well-designed, with only refinements suggested.

❖ Commendations:

- The VPPI is based in the literature on teacher effectiveness and is well-designed to achieve its intended purposes.
- As a result of implementing VPPI, VDOE has moved away from the teacher evaluation system commonly used throughout the nation for more than a century, in which the principals visit the classroom once or twice a year and write an evaluation with little or no input from the teacher. Now, in Virginia teacher evaluation is standards-based and includes the mission of schooling—increasing student achievement—as one of the standards. Performance-pay adds an incentive for teachers.
- VDOE incorporated stakeholder input in the design of the new teacher evaluation system and some flexibility in the implementation of VPPI. Stakeholders provided input to the design when VDOE convened a workgroup that represented educators and stakeholders from a broad spectrum to research and work together to construct new guidelines for teacher evaluation. Pilot schools were selected on the basis of competitive proposals, which allowed the opportunity for the school leadership team to do upfront thinking on implementation and begin conversations with teachers to promote buy-in. Further, school divisions had some choice in how the VPPI initiative would be implemented and if the performance awards would target all teachers or just a specific group. In general, consensus-based design and flexibility in implementation should support broad ownership and buy-in to the model.

- The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers (Guidelines)* and supporting materials provided definition of the new teacher evaluation system. VDOE provided specific requirements in their use.
- ❖ Recommendations:
 - VDOE could consider how principals are incentivized in the process. Pilot principals devoted significant time and effort to VPPI implementation, but tangible incentives/rewards were only available to teachers.
 - VDOE could review all training materials and supporting documents to ensure they reflect any adjustments in procedure or process that were made during the pilot phase.
 - VDOE could consider defining and employing a variety of communication/marketing strategies to educators at the local level so that the basic facts of what the VPPI was, why it was undertaken, and the value it is intended to produce are baseline understandings for interested stakeholders.

Training and technical assistance. Training and technical assistance from The College of William and Mary was strong. As would be expected, school leadership teams receiving direct training under the train-the-trainer model received the most benefit. Suggestions were made to ensure that training and technical assistance reached teachers so that full implementation could be achieved.

- ❖ Commendations:
 - VDOE provided training and technical assistance to educators at the local level in a variety of modes and formats. Recognizing the need for support at the school level, VDOE invested significant time and money into extensive ongoing training and technical assistance from The College of William and Mary for school leadership teams. The participation of Dr. James Stronge brought nationally-recognized expertise on teacher effectiveness to the *Guidelines* and the VPPI. The training provided by The College of William and Mary was comprehensive—not only the new evaluation guidelines and the implementation of performance-pay—but the process of goal-setting, including SMART goals (goals that are specific, measurable, appropriate, results-focused, and time-bound). The training from The College of William and Mary provided guided practice, using videos and scenarios for principals

- to practice rating teachers. VDOE provided follow-up interactive webinars to answer implementation questions from principals.
- VDOE addressed the question (upfront) of how to evaluate teachers in non-tested areas, an issue that has been a challenge for other states and divisions that implemented new evaluation tools and/or performance-pay.
 - Print materials (guidelines, rubrics, templates, training materials) are well-designed and available on the VDOE Web site.
- ❖ **Recommendations:** VDOE could develop a comprehensive training and technical assistance plan including the following elements:
- Specification of how the role played by The College of William and Mary was important in providing the necessary training and technical assistance needed for school divisions and schools to implement the pilot.
 - Strategies for how training and technical assistance can be differentiated, so that principals and teachers who are at lower levels of implementation will receive more intensive “just in time” support. This kind of support will need to be intensified in order to ensure that all educators reach full capacity and that the deficit of the limited reach of train-the-trainer approaches is addressed.
 - Strategies for building on the finding that teachers learned best from each other and would like to see examples. VDOE should investigate teacher-to-teacher and principal-to-principal collaboration using technology or other means.
 - A training timeline so that training topics are in sync with activities that local educators need to carry out.
 - Detailed methods for gathering ongoing input on what is needed for school leaders to fulfill their responsibilities and to hold these leaders accountable for meeting expectations.
 - Specification on who is expected to participate in training and how much flexibility is allowed in missing training events. In the pilot, school leaders did not always attend the training sessions.

The VPPI pilot. In conclusion, commendations and recommendations are offered on the value of the pilot process itself, with a suggestion for developing ongoing strategies for collecting and using input from educators in division offices and schools.

❖ Commendations:

- VDOE is to be commended for conducting a pilot, allowing time for learning and making mid-course corrections.
- VDOE started with some of the most challenging sites for the pilot: HTS and SIG schools. It would have been easier to implement the pilot in schools that are not facing the challenges that come with urban or rural education, where children are often from impoverished homes, but VDOE put the effort where student needs are the greatest and where the most implementation needs might emerge.
- VDOE made adjustments along the way to improve the pilot.
- VDOE contracted with an external evaluator for an objective viewpoint on the pilot implementation.

❖ Recommendations:

- Devise ways to capture questions and comments from principals and teachers. Although the pilot period is officially concluded, a spirit of continuous improvement and having a mechanism for gathering feedback on an ongoing basis will inform training agendas and help to differentiate support for teacher evaluation.

Introduction

Performance-pay for teachers is gaining momentum across the United States, fueled by the federal government through educational grants that are tied to accountability and financial incentives. Performance-pay, also known as merit pay, is based on the premise that teachers should be compensated based on their effectiveness in the classroom, not the number of years they have been teaching.

There are different models used for performance-pay initiatives, but the prevalence and currency of the concept is reinforced by the fact that the U.S. Department of Education included the requirement of performance-pay linked to student achievement as part of the Race to the Top (RTTT) grant initiative. The most controversial aspect of performance-pay initiatives is the linkage of financial awards to state test scores. Some states face resistance from educators or struggle with how to evaluate teachers who teach subjects that are not part of the state assessments (Blazer, 2011). Nonetheless, times are changing and public support for performance-pay is increasing. Since 2007, 28 states have introduced legislation that replaces the traditional years-in-service pay scale with new evaluation systems and/or teacher performance-pay linked to student learning (Council of State Governments (CSG), 2011).

Proponents of performance-pay contend that providing monetary incentives for teaching excellence will result in more highly qualified and effective teachers in the classroom (CSG, 2011). Those critical of performance-pay argue that you cannot use a business model in education; children are not widgets. They contend that teaching is complex and teacher effectiveness is not easy to define (CSG, 2011). These are challenges that face states and school divisions that attempt to move beyond the entrenched teacher evaluation process that has been used for almost a century.

The Code of Virginia Article 2, §22.1-295

*School boards shall develop a procedure for use by division superintendents and principals in evaluating instructional personnel that is appropriate to the tasks performed and addresses, among other things, **student academic progress** [emphasis added] and the skills and knowledge of instructional personnel, including, but not limited to, instructional methodology, classroom management, and subject matter knowledge.*

Virginia has become one of the states in the forefront of teacher performance-pay. The state has been proactive in examining research on performance-pay, revising policies and procedures, and funding a pilot of a performance-pay initiative—the *Governor’s Virginia Performance Pay Incentives* (VPPI) initiative.

Virginia Department of Education Workgroup

From July 2010 until January 2011, the Virginia Department of Education (VDOE) convened a workgroup charged with conducting a comprehensive study of teacher evaluation systems and making evidence-based recommendations. By using a consensus process to synthesize the underlying research, the VDOE workgroup played a key role in what would become the basis for the revised teacher evaluation process. The workgroup included a diverse group of stakeholders, with representation from teachers, principals, superintendents, human resources, higher education, professional organizations (Virginia Association of Elementary School Principals, Virginia Association of Secondary School Principals, Virginia Association of School Superintendents, Virginia Education Association, Virginia School Boards Association and the Virginia Parent Teacher Association), expert consultants, and VDOE personnel (see Appendix A for a list of the members of the VDOE workgroup).

The findings and recommendations from the workgroup’s comprehensive study were the basis for the revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers (Guidelines)* and *The Virginia Standards for the Professional Practice of Teachers* (2011). These evidence-based documents delineate a process for evaluating teachers using the new evaluation criteria. The Virginia Board of Education approved the *Guidelines* on April 28, 2011, to become effective on July 1, 2012.

After the approval of the *Guidelines*, VDOE provided professional development and support for school leaders in evaluating teachers based on seven uniform performance standards. The seven performance standards are identified and described in Appendix B. The workgroup and the resulting documents constituted the first phase of the vision to connect teacher evaluation to performance-based compensation in Virginia.

The Governor’s Virginia Performance Pay Incentives Pilot

The VPPI initiative, authorized through the Commonwealth’s 2010-2012 biennium appropriations process and announced by Governor Robert McDonnell on January 18, 2011, was

the second phase of the vision. This step was designed to pilot test the new teacher evaluation policies. The initiative required pilot schools to implement a comprehensive evaluation system for making decisions about teacher performance, aligned to the *Guidelines*. As a result, the pilot provided a valuable opportunity for an initial implementation of the *Guidelines*, enabling VDOE to identify the challenges and consider additional supports or other refinements that are needed.

Schools participating in the VPPI pilot. The VPPI initiative designated Hard-to-Staff (HTS) schools for participation in the pilot. To be considered as HTS, schools had to meet four of the following eight criteria:

- ❖ The school was accredited with warning
- ❖ Average daily attendance rate was two percentage points below the statewide average
- ❖ Percent of special education students exceeded 150 percent of the statewide average
- ❖ Percent of limited English proficient (LEP) students exceeded 150 percent of the statewide average
- ❖ Percent of teachers with provisional licenses exceeded 150 percent of the statewide average
- ❖ Percent of special education teachers with provisional special education licenses exceeded 150 percent of the statewide average
- ❖ Percent of inexperienced teachers (0 years of teaching experience) hired compared to the total number of teachers exceeded 150 percent of the statewide average
- ❖ The school had one or more inexperienced teachers (0 years of teaching experience) in a critical shortage area.

The VPPI initiative provided funding to award competitive grants to HTS schools in school divisions in each of the eight superintendents' regions. Applications were available on April 15, 2011. Eligible school divisions who decided to compete for the VPPI pilot were required to submit a competitive grant proposal by June 15, 2011. The grant proposal required administrators and teachers to assist in the development of the school division proposals, describing their VPPI pilot models and indicating how exemplary teachers would receive performance-pay awards. In an effort to increase the number of pilot schools, participation in the VPPI pilot was expanded to include schools that received federal School Improvement Grants (SIG).

Funding for the VPPI pilot. The performance-pay initiative was funded with \$3 million from the general fund. These state funds provided support to implement the VPPI pilot in HTS schools and matching federal School Improvement Grant money was used to fund the initiative in SIG schools.

Requirements of the VPPI pilot. Participation in the VPPI pilot included a number of requirements. All pilot schools were required to use the *Guidelines* as the foundation for their pilot models. The basis for evaluating teachers was “job-relevant performance standards” (Virginia Department of Education, 2011). Principals were required to use the performance standards and the revised teacher evaluation process, including student achievement data as a significant component of rating teacher performance. To be eligible to participate in the pilot and earn performance-pay, teachers had to be licensed to teach in Virginia and endorsed in the subject/grade level of their teaching assignment. Each teacher would receive a rating of exemplary, proficient, developing/needs improvement, or unacceptable. Evaluations were to include multiple measures of student achievement, with 40 percent of a teacher’s summative rating based on student academic progress.

On July 21, 2011, Governor McDonnell announced the 25 pilot schools (9 HTS and 16 SIG schools) participating in the VPPI initiative. Schools participating in the VPPI pilot represented 13 school divisions, including: rural and urban schools; elementary, middle, and high schools. A total of 340 HTS teachers and 442 SIG teachers participated in the VPPI pilot. Table 1 lists the VPPI pilot schools and identifies the category for each school.

Table 1: Virginia Performance Pay Incentives (VPPI) Pilot Schools SY 2011-2012

School Division	School	Category
Accomack County	Kegotank Elementary	HTS
	Pungoteague Elementary	HTS
Caroline County	Caroline High School	HTS
	Madison Elementary	HTS
Colonial Beach	Colonial Beach High School	SIG
Dinwiddie County	Dinwiddie County Middle School	HTS
Fluvanna County	Central Elementary	SIG
	Columbia Elementary	SIG
	Cunningham Elementary	SIG
Franklin City	Franklin High School	SIG
Greensville County	Edward W. Wyatt Middle School	HTS
Hopewell City	Hopewell High School	SIG
Northampton County	Kiptopeke Elementary	SIG
	Northampton High School	SIG
Patrick County	Blue Ridge Elementary	HTS
	Hardin Reynolds Memorial (4 th -7 th)	HTS
Petersburg City	A.P. Hill Elementary	SIG
	Peabody Middle School	SIG
Richmond City	Armstrong High School	SIG
	Boushall Middle School	SIG
	Fred Thompson Middle School	SIG
Roanoke City	Fleming High School	SIG
	Lincoln Terrace Elementary	SIG
	Patrick Henry High School	HTS
	Westside Elementary	SIG

HTS = Hard to Staff; SIG = School Improvement Grant

Training and technical assistance. The VDOE collaborated with Dr. James Stronge, Heritage Professor in Educational Policy, Planning, and Leadership at The College of William and Mary, to provide training for the leadership teams participating in the pilot. Dr. Stronge, a nationally-recognized expert in teacher effectiveness, and his colleagues at The College of William and Mary were already working with schools that were part of the federally-funded School Improvement Grants (SIG) program prior to the VPPI initiative. After the pilot initiation, Dr. Stronge and his colleagues provided both HTS and SIG schools with ongoing training and technical assistance. The training focused on the implementation of the *Guidelines*, including performance-pay. The link between the new teacher evaluation process and performance-pay was the basis for the VPPI implementation model.

Incentives. If teachers received an exemplary summative rating at the end of the pilot year, SY 2011-2012, they qualified for an incentive award as part of the VPPI initiative. The maximum award was \$5,000 for HTS school participants and \$3,000 for SIG school participants. The legislation provided the flexibility for school divisions to use designated tiers to award differentiated incentives for targeted groups. For example, different awards could be designated for the teacher of record, teachers in support positions, or teachers of subjects in SOL (Standards of Learning) tested subjects. School divisions were required to prorate incentives for exemplary teachers who taught less than the full year or less than one FTE (Full-time Equivalent).

Incentives were awarded in the fall of 2012 to eligible teachers participating in the VPPI pilot, after data were available for principals to rate teachers on Performance Standard 7 (Student Academic Progress). After the performance standard ratings were completed, the summative decisions were determined. In all, 225 of 782 participating teachers received an incentive award in the VPPI initiative pilot.

Evaluation. The Virginia Department of Education contracted with RMC Research Corporation in Arlington, Virginia to conduct an evaluation of the VPPI pilot. The purpose of the evaluation is to provide information to VDOE, the state legislature, and the Governor on the implementation process of the pilot, identifying strengths and challenges.

This section established critical background information on the VPPI pilot to provide the reader of this document with an understanding of the context of the findings and conclusions that will be presented. The report is organized into the following sections:

- ❖ Methods: A description of the evaluation questions that were investigated and the processes used for data collection and analysis
- ❖ Findings: Descriptive information, qualitative and quantitative analyses, that address the evaluation questions
- ❖ Conclusions: Interpretive and evaluative comments on the implementation of the pilot, including commendations for the state's work and recommendations for next steps.

Methods

The evaluation of the VPPI pilot is largely an implementation study with a formative purpose. As VDOE undertakes the leadership of the VPPI pilot initiative, a model that includes both a new evaluation system for teachers and performance-pay, gaining an understanding of the factors and issues that impact implementation at the school level is critical. The lessons learned from an evaluation of the pilot may be of interest to stakeholders throughout Virginia.

RMC used a mixed methods evaluation design including surveys, interviews, observations, document reviews, and statistical analyses. Data are descriptive, qualitative, and quantitative with an emphasis on triangulation of findings from the different data collection methods in order to tell a cohesive story that answers the evaluation questions. This section of the evaluation report describes the data collection and analysis methods employed by RMC.

Logic Model

In developing the evaluation design, RMC worked with the VDOE to develop a logic model for the pilot initiative. The logic model represents a theory of change for the implementation of the pilot—the inputs, activities, outputs, and outcomes that might be expected in the short-, mid-, and long-term.

Logic models have been used for program planning and evaluation since the 1970s. They are often applied to government and non-profit work where results focus on achievement of a mission and/or particular programmatic goals. In such situations, logic models are valuable tools because they clarify the relationships between the program components and clearly define expected outcomes. The customized VPPI logic model represents a theory of change that VDOE can use to track the implementation of performance-pay for Virginia teachers. It is a graphic representation that illustrates the inputs, outputs, short-, mid- and long-term outcomes of the VPPI initiative, an innovative process for evaluating teacher effectiveness that is linked to performance-pay (see Figure 1). The VPPI logic model components are defined as follows:

Inputs. Inputs define the resources that are necessary to implement the VPPI initiative, including the funding that makes the pilot possible and the professional development provided by VDOE and The College of William and Mary. In effect, inputs represent what is invested to ensure the success of the pilot.

Outputs. Outputs are the results of the activities or tasks that were completed during the VPPI pilot year and the level of participation or extent to which planned activities were accomplished.

Short-term outcomes. The literature on the change process (Fixsen, et al., 2005; Hall & Hord, 2010) emphasizes that new professional responsibilities, such as adopting innovative criteria for teacher evaluation, will require ongoing support and guidance at multiple stages of implementation. At the initial stage, short-term outcomes address awareness, knowledge, skills, and motivations. Applied to the VPPI pilot, positive short-term outcomes include: understanding the revised *Guidelines* and related expectations; recognizing the value of the new teacher evaluation criteria; applying the training and technical assistance to instructional and leadership practices; and realizing the potential of performance-pay as feasible, fair, and effective in increasing instructional quality, teacher retention, and motivation.

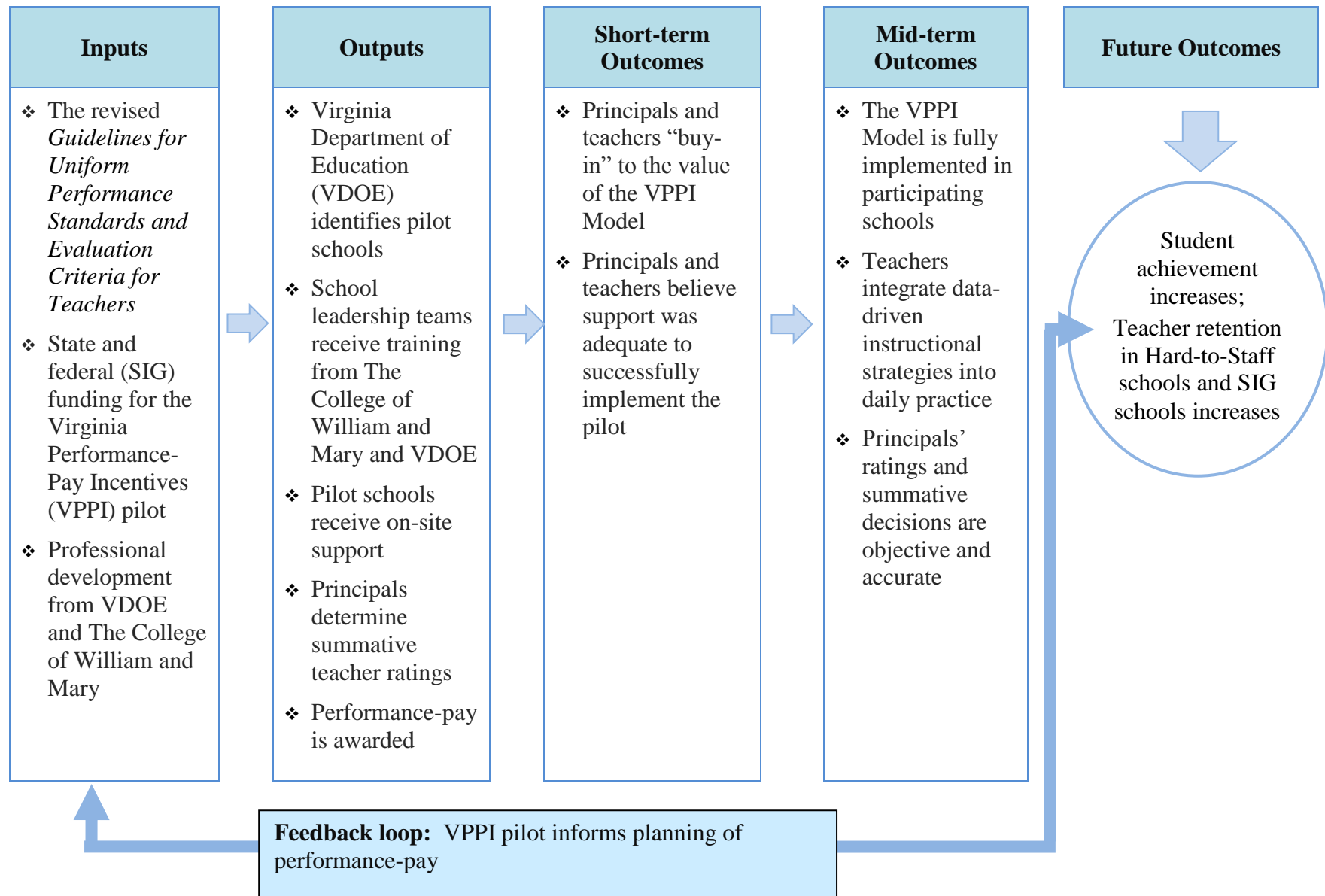
Mid-term outcomes. Mid-term outcomes focus on actions and reveal the extent to which the VPPI pilot was implemented with fidelity. In terms of the change process, this represents the stage at which principals and teachers move beyond awareness and initial implementation to integrating the new strategies with daily practice. Mid-term outcomes are a major focus of this evaluation. The primary purpose of conducting this pilot was to gain a deeper understanding of effective implementation strategies and practices from those who carried out the initiative; in this case, the principals and teachers. Like all pilot evaluations, there will be lessons learned from the VPPI pilot: what worked and why; what needs to be done differently; and what improvements can be planned.

Long-term outcomes. The scope of the VPPI pilot—and hence this evaluation—does not extend to future outcomes. The findings and evaluation results presented in this report are only the beginning. Whereas this evaluation considers the early implementation of an innovative teacher evaluation process that includes performance-pay, additional studies should be conducted to determine the effectiveness of the new evaluation procedures, summative decision-making, and performance-pay. The ultimate goals or future outcomes of the VPPI initiative pilot are twofold: academic achievement that soars for all students and exemplary teachers who dedicate their talents to teach in challenging, hard-to-staff schools and schools striving to improve.

VPPI Logic Model

The VPPI logic model depicts the components of the initiative within an “if-then” progression. If the planned inputs are provided and required activities are accomplished, then VDOE can expect to see effective instruction and supportive supervision based on the seven performance standards. This will result in principal and teacher buy-in for the VPPI model that is based on a new process for teacher evaluation that is linked to performance-pay. A high level of competency in applying the *Guidelines* to daily practice is the key to successful implementation of the VPPI model.

Figure 1: Logic Model for the Governor’s Virginia Performance Pay Incentives Initiative



Evaluation Questions

Evaluation questions have been identified for each component of the logic model. The evaluation questions are presented below, cross-referenced to the VPPI logic model, and organized by the key areas of interest identified by leaders at the VDOE.

1. Outcomes of the pilot
 - a. How many teachers participated in the pilot?
 - b. How many teachers received each rating?
 - c. How many teachers received performance-pay and in what amount?
2. Quality of training and technical assistance for pilot schools
 - a. What supports were principals given to help them implement the pilot?
 - b. What supports were teachers given to help them implement the pilot?
 - c. How was the support that was provided rated?
 - d. Which aspects of the VPPI model need additional support and of what type?
3. The attitudes and beliefs of educators regarding the performance-pay model
 - a. To what extent is the VPPI model seen as feasible?
 - b. To what extent is the VPPI model seen as an effective way to increase teacher motivation and retention?
 - c. To what extent is the VPPI model seen as fair?
 - d. To what extent did pilot participants' perceptions change after distribution of performance awards?
4. Implementation of the performance-pay model in participating schools
 - a. To what extent were the key features of the VPPI model implemented?
 - b. What factors facilitated or hindered implementation?
 - c. What lessons were learned in the pilot period about the implementation of the VPPI model overall?
 - d. What, if any, were the challenges in the implementation of the *Uniform Performance Standards and Evaluation Criteria for Teachers*?
 - e. What, if any, were the suggested changes to the performance standards for teachers?

- f. How did teachers and principals determine student academic progress (Standard 7) and what were the changes in this process, including student achievement goal setting?
5. Reliability of the summative ratings
 - a. What steps were taken to ensure the reliability of ratings?
 - b. What was the reliability of rating in a sample analyzed by the evaluator?

Data Collection and Analysis

RMC collected the following types of data during the course of the evaluation:

- ❖ Observations of training procedures
- ❖ Telephone interviews with principals
- ❖ Surveys of principals and teachers (spring/summer and fall administrations)
- ❖ Data spreadsheets
- ❖ Summative decision documents
- ❖ Targeted follow-up, via telephone and e-mail, with selected principals

The investigation to inform the evaluation of the VPPI initiative began in January 2012 with a meeting between the lead evaluator and VDOE leaders. Additional information was gathered from The College of William and Mary (Dr. James Stronge and his team of trainers) and phone interviews with a randomly selected group of principals at pilot schools. These data were used to inform the development of the first round of surveys that were administered to teachers and principals in the spring and summer. The compilation of data continued, with much of the information gathered in the fall after the summative decisions were completed.

Surveys were administered to teachers and principals in late spring and summer, respectively, to ascertain their attitudes toward the implementation of the pilot. Questions also targeted the feasibility of performance pay to motivate all teachers and retain exemplary teachers at HTS and SIG schools. A second round of surveys was administered in the fall of 2012, after the pilot year ended. The fall surveys probed the thoughts of principals and teachers to determine if their attitudes toward the pilot had changed since the first surveys. The timeframe for the administration of the second set of surveys coincided with the announcement of performance awards. Because of confidentiality issues, no individual teachers or principals were identified with survey responses. Thus, responses could not be sorted based on teachers who received performance pay and those who did not receive awards.

Additional data were also collected in the fall of 2012 from the VPPI Data Spreadsheets and through a review of documents that provided evidence supporting the summative decisions made by a sample of principals. These data, gathered from September to November 2012, provided evidence of pilot implementation procedures, verification of summative decisions, and the documentation needed to conduct a reliability check. Table 2 summarizes the data collection activities in chronological order.

Table 2: Data Collection in Chronological Order

When	Process	Source	Focus
January 25, 2012	Meeting	RMC lead evaluator and VDOE leaders	Overview of the VPPI evaluation
January 26, 2012	Observation	Training at The College of William and Mary (School Leadership Team and Trainers); VDOE	Training content and process
February 29, 2012	Telephone Conference	RMC evaluation team conference call with Dr. Stronge and his team	Training content and process
April 1-30, 2012	Telephone Interviews	Randomly selected principals of pilot schools	Implementation process and the attitudes of school leaders toward the VPPI pilot
May 4, 2012	Observation	Webinar “Making Summative Decisions” sponsored by VDOE (presenter – Dr. James Stronge)	Training content and process
May-June 2012	Round 1: Teacher Spring Survey	Teachers at VPPI pilot schools	Implementation process and the attitudes of teachers toward the VPPI pilot
July 2012	Round 1: Principal Summer Survey	Principals at VPPI pilot schools	Implementation process and the attitudes of principals toward the VPPI pilot

When	Process	Source	Focus
August 6, 2012	Observation	Training at The College of William and Mary (School Leadership Team and Trainers); VDOE	Training content and process of summative decision making
October - November 2012	Round 2: Principal Fall Survey	Principals at VPPI pilot schools	Summative decision making and attitudes of principals toward the VPPI pilot
October 19, 2012	Telephone Conference	Conference call with Dr. Patricia Popp from The College of William and Mary	The connection between HTS and SIG schools
November 2012	Round 2: Teacher Fall Survey	Teachers at VPPI pilot schools	Attitudes of teachers toward the VPPI pilot
November 2012	VPPI Data Spread Sheets	Principals at VPPI pilot schools submitted data to the secure Web site	Basic information (e.g., number of teachers participating, teacher summative ratings)
November 2012	Targeted Follow-Up	Lead evaluator contacted school and school division leaders	Clarification and confirmation of data
November 2012	Reliability of Ratings and Document Review	Ratings from VPPI Data Spreadsheets and documents submitted by principals supporting summative decisions of selected teachers	Reliability check of a sample of summative decisions

VDOE provided assistance to RMC in collecting data by sending e-mail reminders to principals on the importance of timely submission. Each type of data had its own collection and analysis procedures that are summarized below.

Observations. RMC observed three training events conducted by The College of William and Mary: a January 26, 2012, day-long training that provided an introduction to making summative decisions; a May 4, 2012, webinar presented by Dr. James Stronge, hosted by VDOE, that focused on using data to make summative decisions; and an August 6, 2012, training that provided guided practice on making summative decisions. The purpose of conducting these observations was to gain a first-hand understanding of the nature of the training (content and

process) and to gather reactions from participants on satisfaction with the training. The lead evaluator conducted all three observations, with in-person participation on January 26 and August 6 and electronic participation in the May 4 webinar. At events where the lead evaluator was present in-person, she informally interviewed participants and speakers and took notes throughout the event, which were recorded and coded for descriptive themes.

Telephone conferences. In February 2012, the RMC evaluation team conducted a telephone conference with Dr. James Stronge and members of his team, for the purpose of gathering information on the nature and extent of the training and technical assistance that was provided to pilot schools. In October, a second phone conference was conducted by the lead evaluator with Dr. Patricia Popp, clinical associate professor and state coordinator at The College of William and Mary, to discuss the VPPI school site visits and the technical assistance that Dr. Popp directed. Notes were hand-recorded during the telephone call and then coded for descriptive themes.

Telephone interviews. In March 2012, RMC randomly selected the names of 15 school principals at VPPI pilot schools for telephone interviews. Two of the principals did not respond to interview requests. After numerous attempts to schedule interviews with these two principals, due to time constraints, the names were replaced with two other randomly selected principals at VPPI pilot schools.

The interviews were conducted from April 2 to 25, 2012. As the telephone interviews commenced, two of the principals, one who was recently hired and another interim principal, requested that the interviews be conducted with the assistant principals because they (the principals) were not familiar with the pilot process. This request was granted. Representing 15 schools from 12 school divisions, 13 principals and two assistant principals completed the telephone interview process. The 15 schools included nine SIG schools and six HTS schools. The interviews provided the basis for developing the questions for the principal and teacher survey instruments.

At the beginning of each interview, the RMC research associate read a standardized introductory statement explaining the purpose for the interview and obtained permission from the principal to gather the interview data (see Appendix C for the Principal Interview Protocol). Each of the 13 principals and two assistant principals agreed to the process. The average length of the telephone interview was 34 minutes. Notes were hand-recorded during the telephone

interview and then coded for descriptive themes. The lead evaluator submitted a memo to VDOE summarizing the main themes that emerged.

First round of surveys, teachers (spring 2012) and principals (summer 2012). The RMC team developed the first set of surveys for the teachers and principals participating in the pilot for administration in spring and summer 2012, respectively. After obtaining VDOE approval of the questions and instrument design, the surveys were formatted to a Web-based survey tool and administered to the teachers and principals in the 25 pilot schools participating in the pilot.

- ❖ **Teacher Spring Survey:** The Teacher Spring Survey was launched by the RMC team on May 15, 2012 (see Appendix D). An e-mail that included the link to the Web-based survey was sent directly to teachers. The RMC team sent e-mail notifications to principals to encourage them to discuss with their teachers the importance of completing the survey. The survey link was to remain active for two weeks, but due to e-mail transmission difficulties encountered at several schools, the survey link remained active until June 11, 2012. A total of 467 teachers participating in the VPPI pilot completed the survey for a return rate of 59.7 percent based on the total number of 782 participants, as reported on the VPPI Data Spreadsheets. The respondents represented all 13 school divisions and all 25 schools participating in the pilot.
- ❖ **Principal Summer Survey:** The RMC team launched the Principal Summer Survey on July 7, 2012, and the link remained active until September 4, 2012 (see Appendix E). The long period of availability was an effort to increase the return rate in light of unexpected changes in leadership at eight of the pilot schools by midsummer 2012. The RMC lead evaluator sent an explanatory message and the survey link to the new principals when informed of a change in school leadership. Several of the new principals declined to complete the survey because they did not have a clear understanding of the pilot implementation activities that were conducted during the 2011-2012 school year. Ultimately, 19 of the 24 principals responded (one principal worked in two schools), a return rate of 79.2 percent. Respondents represented 11 of the 13 school divisions and 20 of the 25 schools.

As in the case of the teacher surveys, only the RMC evaluation team has access to the raw data; confidentiality has been maintained throughout the process. Data analysis consisted of

descriptive statistics for each item, including tallies of responses and measures of central tendency and range. Responses to open-ended questions were coded by descriptive themes. The lead evaluator provided VDOE with a memo summarizing findings from this survey.

Second round of surveys, teachers (fall 2012) and principals (fall 2012). The RMC evaluation team developed a second set of surveys for the teachers and principals participating in the pilot. The focus of the fall surveys was teacher evaluation ratings and performance pay awards. To respond to the survey questions, however, the summative decisions had to be completed. Due to the need to wait for the release of Student Growth Percentile data, the summative decisions were not due to the Virginia Department of Education until November 9, 2012. This delayed the closing of the fall surveys.

- ❖ **Teacher Fall Survey:** The Teacher Fall Survey was launched on November 2, 2012, and remained active until November 20, 2012 (see Appendix F). Because the survey questions focused on teacher ratings and performance pay, the teacher survey was launched coinciding with the completion of summative teacher ratings. A total of 176 teachers participating in the VPPI pilot responded to the survey. The 176 teachers responding to the survey represent a return rate of 22.5 percent, based on the total number of 782 teachers participating in the pilot, as reported on the VPPI Data Spreadsheets. Respondents represented all 13 school divisions and all of the 25 schools.
- ❖ **Principal Fall Survey:** The Principal Fall Survey was launched on October 4, 2012, and remained active until November 16, 2012, an extended time due to the need to wait for completion of summative decisions (see Appendix G). The summative decisions were due to VDOE on November 9, 2012. Ultimately, 23 of the 24 principals responded, a return rate of 95.8 percent. Respondents represented 12 of the 13 school divisions and 24 of the 25 schools.

As in the case of the Round 1 surveys, only the RMC evaluation team has access to the raw data; confidentiality has been maintained throughout the process. Data analysis consisted of descriptive statistics for each item, including tallies of responses and measures of central tendency and range. Responses to open-ended questions were coded by descriptive themes.

VPPI data spreadsheet. RMC developed a spreadsheet, in collaboration with VDOE, to collect descriptive data, including the number of teachers participating in the VPPI pilot; the performance and summative ratings for each teacher; the use of Student Growth Percentile

(SGP) data; the Standards of Learning (SOL) pass rates for teachers in tested areas; which teachers received performance pay awards; and the amount of each award (see Appendix H).

To ensure confidentiality, principals assigned a numerical identification number for each teacher participating in the VPPI pilot. The completed data sheets were uploaded by the principal or a school division leader to a secure website, the Single Sign-on for Web Systems (SSWS). Only the lead evaluator had access to downloading the data from this secure site. After six days the files uploaded to the SSWS site were automatically deleted.

Data analysis consisted of descriptive statistics for each item, including tallies of response and measures of central tendency and range. The teacher ratings on each of the standards were also used to calculate reliability coefficients.

Summative decision documents. There were nine new principals at VPPI pilot schools by September 2012. RMC and VDOE agreed that documentation of summative decisions for the reliability check would be requested only from the 16 principals who participated in the 2011-2012 VPPI pilot and were still providing leadership for their schools. After each school division leader or principal submitted the VPPI Data Spreadsheet, a review was conducted of the performance standards ratings, summative decisions and performance pay awards. Two teachers were selected from each qualifying school. The principal was notified via e-mail denoting the identification numbers of the two teachers selected and the process for the document review.

All supporting documentation for the reliability check had to be submitted to the lead evaluator by November 23, 2012. The evaluator used a document review template to categorize the submitted documentation and triangulate the evidence to determine each principal's justification for the performance ratings and the summative decisions. The results were cross-referenced with documented evidence across the 16 schools. Each of the summative ratings was scored based on a three-point scale of documented evidence: strong evidence, adequate evidence, and inadequate evidence.

This qualitative reliability check provided support for the statistical measure of internal consistency used to quantify the reliability of principals' decisions (described below). The VPPI Pilot Document Review Template is accessible in Appendix I and a copy of the e-mail sent to principals requesting documented evidence of summative decisions in Appendix J.

Internal consistency of teacher performance ratings. Principals' ratings for the seven performance standards, reported in each school's VPPI Data Spreadsheet, were analyzed to

calculate a measure of internal consistency (Cronbach's Alpha reliability coefficient). This calculation provided a measure of the reliability of each principal's ratings of teachers within each school. This reliability coefficient can range between zero and one, where zero indicates no reliability at all and one indicates the highest reliability possible. This coefficient was calculated for 24 of the 25 schools. (One school had no variation in ratings across four teachers.)

This section provides a synopsis of the methodology used to collect data from January to November 2012 and how these data were used to evaluate the implementation of the VPPI initiative. The data analyses are discussed in greater detail in the next section of this document.

Findings

The investigation was guided by five key interest areas specified by the Virginia Department of Education (VDOE). These five areas of interest include: (1) outcomes of the pilot; (2) quality of training and technical assistance for pilot schools; (3) attitudes and beliefs regarding the VPPI model; (4) implementation of the VPPI model in pilot schools; and (5) the reliability of ratings. The interest areas influenced the development of the research questions and provided the focus for the evaluation. The findings presented in this section are organized within the structure of the interest areas and defined by the research questions that were developed by RMC in collaboration with VDOE.

Outcomes of the VPPI pilot

Three evaluation questions address the outcomes of the VPPI pilot:

- ❖ How many teachers participated in the pilot?
- ❖ How many teachers received each rating?
- ❖ How many teachers received performance pay and in what amount?

They are addressed by descriptive data, including the number of teachers who participated in the pilot, the performance ratings they received from their school principals, and the distribution of performance pay awards. The findings for the outcomes of the VPPI pilot are based on triangulated data sources, including the VPPI Data Spreadsheets, a comparison with the reimbursement forms submitted to VDOE, and selected follow-up communication with the pilot schools and school divisions.

The total number of teachers who participated in the pilot, based on the VPPI Data Spreadsheets, is 782. These educators taught at Hard-to-Staff schools (HTS) and School Improvement Grant (SIG) schools. The total number of participants includes: 340 teachers at HTS schools and 442 teachers at SIG schools. The 782 participating teachers represent 13 school divisions and 25 schools across the Commonwealth. They are a diverse group, crossing the spectrum of instruction, from kindergarten to grade 12; classroom teachers to content specialists; new teachers to those preparing to retire.

The newly revised *Guidelines* provided the basis for rating teacher effectiveness. Although the *Guidelines* were not mandated for use across the Commonwealth until July 2012,

the VPPI pilot schools were required to use the new criteria, thus launching the revised teacher evaluation procedures. This provided an opportunity to study the implementation of the *Guidelines*, as well as the process of linking teacher evaluation to performance pay.

Based on the new teacher evaluation criteria, teachers participating in the pilot were evaluated on seven performance standards (see Appendix B). Formal observation reports were no longer the only source used to determine a teacher's summative evaluation. Principals were now required to use multiple measures of effective instruction to rate teacher performance on each of the seven standards of effectiveness. The new evaluation process also required principals and teachers to collaborate; each collecting evidence of authentic instruction and student learning progress that would provide evidence of effective performance. The principal applied the evidence gathered for each teacher to a rubric, determined a rating for each performance standard, and discussed the results with the teacher.

The rubric, based on the seven performance standards (see Appendix B), provides a four-point scale to determine the performance ratings for teachers. The numerical ratings range from 4 to 1, including: 4 = Exemplary; 3 = Proficient; 2 = Developing/ Needs Improvement; and 1 = Unacceptable.

Principals were required to submit the performance ratings for each teacher who participated in the VPPI pilot by inputting the data on the VPPI Data Spreadsheet and submitting it to RMC, using the SSWS secure site. To protect teacher confidentiality, the principal assigned a numerical code to each participating teacher.

Leadership teams from each of the pilot schools received professional development that focused on making summative decisions. Dr. James Stronge and his team at The College of William and Mary provided face-to-face trainings, webinars, and site visits. The intensity of the training, observed by the lead evaluator, increased from January to October 2012, with an introduction to summative decision making, continuing with guided practice using sample data, and ending with strategic planning.

The seven performance ratings were important to the implementation of the pilot because they delineated the effectiveness of performance and provided the basis for the summative evaluation. The relationship between teaching and learning was at the core of the summative decisions principals made at the end of the pilot school year. Standard 7- Student Academic Progress was weighted to account for 40 percent of a teacher's summative rating. The

summative rating determined if a teacher earned performance pay. A teacher who received an exemplary summative rating was eligible for a monetary performance award.

Due to the different funding streams, the maximum performance awards differed for HTS and SIG schools. HTS pilot participants, who earned an exemplary rating, were eligible for a performance award up to \$5,000; the maximum for a SIG school participant, who received an exemplary rating, was \$3,000. Additionally, the incentive award was not the same for all HTS schools or all teachers in these schools. School divisions could use designated tiers to provide differentiated incentives for targeted groups. For example, different awards could be designated for the teachers of record, teachers in support positions, or teachers of subjects in SOL (Standards of Learning) tested subjects. School divisions were required to prorate incentives for exemplary teachers who taught less than the full year or less than one FTE (Full-time Equivalent).

The number of exemplary teachers who received performance awards was 225 or 28.77 percent of the total number of teachers who participated in the VPPI pilot. Further, 125 teachers at HTS schools and 100 teachers at SIG schools were awarded performance pay.

In summary, the results provided above indicate the following findings:

- ❖ The total number of teachers who participated in the pilot is 782. The 782 participating teachers represent 13 school divisions and 25 schools across the Commonwealth.
- ❖ The total number of participants includes: 340 teachers at HTS schools and 442 teachers at SIG schools.
- ❖ The total number of teachers receiving a performance award was 225.
- ❖ Performance awards for HTS teachers ranged from \$600 to \$5,000; all performance awards for teachers at SIG schools were \$3,000.

Quality of Training and Technical Assistance for Pilot Schools

Four evaluation questions address the training and technical assistance provided to teachers and principals in participating pilot schools:

- ❖ What supports were principals given to help them implement the pilot?
- ❖ What supports were teachers given to help them implement the pilot?
- ❖ How was the support that was provided rated?
- ❖ Which aspects of the model need additional support and of what type?

The first two of the questions address outputs or supports that were provided. The last two questions address outcomes, including the ratings for the provided support and the identification of what additional support was needed.

First, this section provides a brief overview of the project's training and technical assistance and describes the supports that principals and teachers reported that they received. Next, the section presents how the principals and teachers rated the support they received. Finally, suggestions from the principals and teachers identify additional supports that are needed to effectively implement the VPPI model.

The quality and application of the training and technical assistance for principals and teachers are the chief underlying factors of successful implementation of the VPPI model. The results of the principal surveys suggest that a variety of training and technical assistance activities were provided to the school leadership teams, including face-to-face trainings at The College of William and Mary, school-based trainings, technical assistance (site visits), and technology-based assistance. The face-to-face trainings at The College of William and Mary were highly rated by the principals. The results of the teacher surveys indicate that the training for teachers was not consistent across all schools. Teachers highly rate the site-based sessions conducted by members of Dr. Stronge's team. Not all teachers, however, were afforded training from outside consultants.

Principals were generally more positive than teachers when queried about the training and technical assistance. Teacher responses on the adequacy of training were more variable and showed a wider range than principal responses. Some teachers reported that they did not receive any formal training on the new teacher evaluation process or the requirements for earning performance awards. Because the new evaluation is designed to be a collaborative process, where both the principal and the teacher gather evidence of effective instruction, teachers expressed an eagerness for more guidance and concrete examples. Responding to an open-ended item on the Teacher Spring Survey, one teacher responded:

"I found that the Teacher Evaluation Pilot was valid, but as a teacher I needed more guidance on how to collect data, and implement my goals in my classroom. I didn't feel like the performance standard and guidelines for my portfolio were effectively explained to me."

Training and technical assistance provided to principals and teachers. The training provided in support of implementing the VPPI model was a train-the-trainer model. The VPPI model included the following types of training and support for principals and/or teachers: on-site training by The College of William and Mary, technology-based training, training materials (print and online), school-level based training, division-based training, on-site technical support from external consultants, and opportunities for networking. Participating principals and division representatives received initial and ongoing professional development at The College of William and Mary, and technology-based follow-up sessions were provided by the VDOE. Ideally, the school division leaders and principals, who received targeted professional development, shared the knowledge and skills they were learning at the training events and cross-trained the teachers at their schools. Table 3 presents a summary of the dates, topics, and locations for the trainings and technology follow-up sessions.

On-site and technology-based training by The College of William and Mary.

Dr. James H. Stronge and his colleagues at The College of William and Mary worked with the leaders at the VDOE to design and develop the training materials and implementation strategies to guide and prepare principals to implement the VPPI model. Table 3, on the next page, presents a summary of dates, topics, and locations for VPPI Initiative training provided by The College of William and Mary and technology-based training. The primary topics included: the VPPI model and pilot, student achievement goal setting, student growth percentiles, summative decision making, and using student growth percentiles to inform summative decisions.

Table 3: On-site and Technology-Based Trainings Provided by The College of William and Mary

Date	Focus of Professional Development	Location
July 27-29, 2011 August 2-4, 2011	This initial training provided participating schools with an overview of the revised <i>Guidelines for the Uniform Performance Standards and Evaluation Criteria for Teachers</i> .	The College of William and Mary
October 11, 2011	Follow-up to summer training; VDOE update pilot progress; review and critique of Goal Setting.	The College of William and Mary
November 1, 2011	Webinar: Student Achievement Goal Setting for elementary teachers	Online
November 2, 2011	Webinar: Student Achievement Goal Setting for secondary teachers	Online
November 10, 2011	Webinar: Student Growth Percentiles (VDOE and Dr. Stronge)	Online
January 26, 2012	Introduction to Summative Decision Making	The College of William and Mary
May 4, 2012	Webinar: Making Summative Decisions (VDOE and Dr. Stronge)	Online
May 2012	Using Student Growth Data	Online
July 19, 2012 or August 6, 2012	Making Summative Decisions (one day training, repeated)	The College of William and Mary
October 9, 2012	Using Student Achievement Goal Setting to Inform Summative Ratings	The College of William and Mary
November 1, 2012	Webinar: Using Student Growth Percentiles to Inform Summative Decisions	Online

Specific supports are described below:

Training materials. VDOE worked closely with stakeholders throughout the Commonwealth and Dr. James Stronge at The College of William and Mary to develop resources and materials to explain the new evaluation system and support implementation. Both the *Guidelines* and the *Making Summative Decisions* Guidebook provided directions, guidance, and graphic organizers to support cross-training and implementation. The Web site of the VDOE posted resources and training materials for teachers, principals, and school division leaders. The College of William and Mary provided materials, including copies of their PowerPoint presentations for each of the training sessions, as well as 21 topical briefs on a variety of relevant subjects.

School division training. As part of the application to become a pilot site, school divisions were required to provide a training component for the participating teachers and the administrators who were responsible for the teacher evaluations. The school divisions were responsible for assisting school leaders as they worked to develop a school culture that focused on teaching and learning. The goal was to implement evidence-based instruction that would increase student achievement.

On-site technical support. A majority of the participating schools received additional on-site support through external consultants and/or representatives from The College of William and Mary. The College of William and Mary had a professional development and technical assistance team (including the project director, coordinator, and three research associates) who provided school-based support to participating schools and divisions during the 2011-2012 school year. Some of the schools, however, did not receive on-site technical assistance until spring 2012, late in the pilot school year.

The majority of principals in pilot schools reported that they participated in the face-to-face trainings provided by The College of William and Mary. Of the 19 principals responding to this question in the Principal Summer Survey, 89.5 percent (17) attended the initial training and overview in July or August 2011, 78.9 percent (15) attended the student achievement goal setting session on October 11, 2011; and, 78.9 percent (15) attended the training that introduced summative decision-making on January 26, 2012. These trainings also included training materials. By design, a small number of teachers also participated in the sessions offered by The College of William and Mary. Although principals were strongly encouraged to attend all of the

sessions, they were not required to be present. By design, a small number of teachers also participated in these training sessions offered by The College of William and Mary.

Spring and summer survey results indicated there was a higher participation in technology-based trainings (webinars) among principals than teachers. Of the two webinars offered to principals, 52.6 percent (10 of 19) attended “Student Achievement Goal Setting” in November 2011, and 52.6 percent (10 of 19) attended “Making Summative Decisions on May 4, 2012. Similarly, teachers were offered two webinars, 429 teachers responded to their attendance in the following webinars: 7.7 percent (33 teachers) attended “Student Achievement Goal Setting” in November 2011, and 1.6 percent (7 teachers) attended “Using Student Growth Data” in May 2012.

School-based trainings had a higher participation rate for principals (68.4 percent of 19 respondents) than teachers (33.3 percent of 429 respondents). A review of the data indicates greater numbers of teachers participated in school-based trainings than any other form of training. The content of school-based trainings varied across sites, but typically these sessions addressed an overview of the pilot program, collecting and analyzing data, and goal-setting. The teacher surveys also identified meeting with the external consultant one-on-one (three responses) and in-service by the principal (two responses) as supports.

The spring and summer surveys indicated that the division-based trainings had less participation by principals (42.1 percent of 13 respondents) and teachers (7.2 percent of 429 respondents) than the school-based training. The division-based trainings addressed topics, such as: the components of the pilot program, observation “look-fors,” data collection, student achievement goal setting, goals and performance standards. The majority of principals (94.7 percent of 17 respondents) reported receiving ongoing support from external consultants while approximately 39.7 percent of 194 teachers who responded to the Teacher Fall Survey report receiving training and/or technical support from external consultants.

- ❖ By the Principal Fall Survey, 91.3 percent of 23 responding principals indicated that they received ongoing support that enabled them to provide effective leadership for the VPPI pilot. In contrast, 39.7 percent of 194 teachers responding to the Teacher Fall Survey indicated that they received ongoing support that enabled them to effectively plan and provide research-based instruction for the VPPI pilot.

Ratings of training and technical assistance by principals and teachers. This section examines how principals and teachers rated the support that they received. Principal and teacher perceptions of the usefulness of the three main types of support were obtained in the Round 1 surveys (see Table 4). The number of teachers responding was relatively small. The other teachers responded “not applicable” and are not included in the calculation of percentages in this table. This finding is explainable largely by the train-the-trainer approach to supporting the implementation of the VPPI model.

Table 4: Principal and Teacher Ratings of the Usefulness of Types of Training Provided

Check the box that indicates your rating for each type of training.	Very Useful		Somewhat Useful		Not Useful	
	P	T	P	T	P	T
Trainings at The College of William and Mary (N: Principals = 17; Teachers = 32)	70.6% (N=12)	25.0% (N=8)	29.4% (N=5)	50.0% (N=16)	0% (N=0)	25% (N=8)
Trainings provided by the school division (multi-school trainings) (N: Principals = 15; Teachers = 79)	53.3% (N=8)	16.5% (N=13)	33.3% (N=5)	63.3% (N=50)	13.3% (N=2)	20.3% (N=16)
Trainings provided in technology-based formats such as webinars (N: Principals = 14; Teachers = 42)	28.6% (N=4)	25% (N=11)	64.3% (N=9)	61.4% (N=27)	7.1% (N=1)	13.6% (N=4)

P=Principals (Summer Survey) T=Teachers (Spring Survey)

Note: Some total percentages may not equal 100 due to rounding.

The majority of principals found the trainings provided by The College of William and Mary and by the school division to be very useful. Teachers found these two types of training to be somewhat useful. On the other hand, principals and teachers perceived the usefulness of technology-based trainings in much the same way—most thought these trainings were somewhat useful.

In addition to the three training types in Table 4, the Teacher Spring Survey queried teachers on the usefulness of additional training supports:

- ❖ **Materials:** Teachers rated the usefulness of trainings and follow-up materials as follows: very useful 20.1 percent (N=18), somewhat useful 57.0 percent (N=49), and as not useful 22.1 percent (N=41).
- ❖ **School-based trainings:** On the usefulness of trainings at their school, teachers indicated that they were: very useful 15.9 percent (N=26), somewhat useful 59.1 percent (N=97); and not useful 22.9 percent (N=41).
- ❖ **Technical assistance from external consultants:** Regarding the usefulness of technical assistance, teachers indicated they were very useful 21.3 percent (N=17), somewhat useful 57.5 percent (N=46), and not useful 21.3 percent (N=17).

Because of the foundational nature and high importance of the training provided by The College of William and Mary, principal ratings of specific aspects of the training are presented (see Table 5). All of the principals indicated that the training overall was well conducted with high quality. The majority of principals rated various aspects of the training by The College of William and Mary positively. In particular, principals rated highly the identification of goals and objectives, the knowledge of the trainers, and the usefulness of the materials. The majority of principals indicated that the training not only increased their understanding of leadership skills and effective teaching, but that they would also be able to transfer what they had learned to train their teachers. As one principal stated in Principal Summer Survey, “Effective staff developments were helpful with the few challenges of the new evaluation. The staff from the state department provided outstanding support.”

Table 5: Principals' Perceptions of the Quality of Training by The College of William and Mary

When reflecting on the training I received from The College of William and Mary, I believe that ...	Strongly Agree	Agree	Disagree
...the trainings, overall, were well conducted, with high quality. (N=16)	18.8% (N=3)	81.3% (N=13)	
...the goals and objectives were clearly identified and used to guide the trainings and/or technical assistance. (N=17)	29.4% (N=5)	64.7% (N=11)	5.9% (N=1)
...the trainers were knowledgeable about the Virginia Performance Pay Initiative Pilot, the new teacher evaluation system, and the <i>Uniform Performance Standards and Evaluation Criteria for Teachers</i> . (N=17)	29.4% (N=5)	70.6% (N= 12)	
...the trainers answered all my questions about the Virginia Performance Pay Initiative Pilot, the new teacher evaluation system, and the <i>Uniform Performance Standards and Evaluation Criteria for Teachers</i> . (N=17)	17.6% (N=3)	70.6% (N=12)	11.8% (N=2)
...the trainers/technical assistance providers were friendly and engaging. (N=17)	29.4% (N=5)	70.6% (N=12)	
...the content of the trainings/technical assistance was organized and easy to understand. (N=17)	17.6% (N=3)	82.4% (N=12)	11.8% (N=2)
...adequate time was provided for consultation and guided practice. (N=17)	17.6% (N=3)	76.5% (N=13)	5.9% (N=1)
...the materials distributed were pertinent and useful. (N=17)	23.5% (N=4)	76.5% (N=13)	
...I was able to transfer what I learned from the trainings and/or technical assistance to train my teachers. (N=17)	23.5% (N=4)	70.6% (N=12)	5.9% (N=1)
...I now have a deeper understanding of the skills and strategies needed to be an effective teacher. (N=17)	23.5% (N=4)	70.6% (N=12)	5.9% (N=1)
...I now have a deeper understanding of the leadership skills and strategies needed to be an instructional leader and evaluator of effective teaching. (N=17)	23.5% (N=4)	70.6% (N=12)	5.9% (N=1)

Principal Summer Survey

Some total percentages may not equal 100 due to rounding.

Of the various types of trainings and supports, principals rated the quality and usefulness of trainings provided by The College of William and Mary quite highly. It seems that an

adequate foundation was put into place for principals and that this strong training, along with on-site technical assistance, carried most principals through the pilot process. According to the Principal Summer Survey, the majority of principals (88.9 percent, N=16) indicated that their schools received adequate ongoing support for themselves, the leadership team, and teachers.

Additional training and technical assistance needs reported by principals and teachers. During the course of the project, principals and teachers were asked to identify which aspects of the model needed additional supports. The earliest data about additional training needs came from the Round 1 Principal and Teacher Surveys. On the Principal Summer Survey, principals were given choices as to the topics on what additional information of training they needed.

- ❖ Over 60 percent of responding principals reported that **no additional training** was needed in the following areas:
 - The overall goals and objectives of the VPPI pilot (63.2 percent, N=12)
 - The roles and responsibilities as a participant school leader of the pilot (63.2 percent, N=12)
 - The knowledge, planning, and skills needed to be an effective teacher (63.2 percent, N=12)
 - The knowledge, planning, and skills needed to be an effective instructional leader (63.2 percent, N=12)
- ❖ Over 50 percent of responding principals reported that **some additional training** was needed in the following areas:
 - Use of student growth percentiles to measure student learning and teacher effectiveness (78.9 percent, N=15)
 - Student achievement goal setting to improve teacher instruction and student learning (52.6 percent, N=10)
 - Procedures and steps to obtain input from teachers as part of the new process for evaluation (52.9 percent, N=9)
- ❖ Less than 10 percent of responding principals reported that **intensive additional training** was needed in the following areas:
 - Student achievement goal setting to improve teacher instruction and student learning (5.3 percent, N=1)

- Use of student growth percentiles to measure student learning (5.3 percent, N=1)
- Procedures and steps to obtain input from teachers as part of the new process for evaluation. (5.9 percent, N=1)
- Using data to rate Standard 7
- Using data from the SOL assessments
- Strategies for getting baseline and growth data for secondary teachers

The findings above were reinforced in the spring 2012 interviews of randomly selected principals, during which principals stated that they needed additional training in the following areas: student growth percentiles; summative decision-making; inter-rater reliability; goal-setting; writing SMART goals; and qualities of highly-effective teachers. One principal commented during the Principal Phone Interview in April 2012, “Since the administrators had to teach the teachers, it made it a difficult learning curve. The administrative team should be trained together as a unit.” During the interviews, the principals also identified that teachers need additional training. This topic was explored with teachers on the Teacher Spring Survey.

On the Teacher Spring Survey, teachers were asked if the pilot at their school was difficult to implement due to challenges and barriers. Sixty-four percent of the 419 respondents either strongly agreed or agreed that it was difficult. Based on constructed responses to a question about challenges teachers faced during the implementation of the VPPI model, teachers reported the following as challenges where additional support is needed:

- ❖ Additional support from school administrators by increasing their knowledge of the process and being able to answer teacher questions and address teachers concerns and anxieties about the process.
- ❖ Clearer guidelines for teachers, particularly for teachers of students with disabilities and English language learners in terms of goals, standards.
- ❖ More time to learn about the model, prepare, and plan for the model’s use and implementation, particularly the documentation log.
- ❖ Additional training and supports in topics such as:
 - Data collection and documentation related to each standard
 - Understanding the performance standards
 - Setting/forming goals and objectives; writing exemplary goals and SMART goals with examples. One teacher commented, “There were many instructions on

implementing the pilot, but most people want to see real examples. We were never presented with an example of an exemplary binder with its contents.”

Similar themes emerged on the Teacher Fall Survey. Table 6 describes the features of the VPPI pilot that challenged teachers. These challenges indirectly indicate that additional training and/or supports were needed.

Table 6: Areas Where Teachers Indicate Trainings/Supports Are Needed

Areas Where Training/Support Needed	Teachers Challenged
1. Time management, implementing all requirements within the established time frame	60.1% (N=122)
2. Using multiple measures to document teaching performance	46.8% (N=95)
3. Using multiple measures to document student’s learning	37.9% (N=77)
4. Implementing SMART goals to increase student achievement	31.0% (N=63)
5. Classroom practice based on the 2012 <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers</i>	15.3% (N=31)

Teacher Fall Survey

Summary and implications. The VPPI model, using a train-the-trainer approach, provided a variety of on-site and technology-based trainings by The College of William and Mary to participating principals and division representatives. The train-the-trainer model is considered a cost-effective and efficient approach to the provision of professional development. One of the major limitations of the train-the-trainer model is that it does not provide the time for participants to assimilate the knowledge, skills, and concepts that are essential for a deep understanding and appropriate application of the training (Pancucci, 2007).

The on-site and technology-based training provided by The College of William and Mary was rated as of high quality. Both the College’s training and the on-site, ongoing support to principals by external consultants were also rated high. Participating principals appeared to have more positive reactions to the train-the-trainer approach for their learning and support.

Division-based and school-based trainings were provided to teachers at various times during the school year. Teachers rated the school-based training as the most useful in comparison to the other types of trainings. Both principals and teachers indicated needs for

additional training while teachers indicated needs for additional types of supports (e.g., examples, guidelines, time, etc.).

It is recommended that VDOE consider supplemental professional development approaches in the planning and implementing of trainings and technical assistance, particularly to meet the needs of teachers.

The attitudes and beliefs of educators regarding the VPPI model

Four evaluation questions address principal and teacher perceptions of the performance pay model as implemented in the VPPI pilot.

- ❖ To what extent is performance pay seen as an effective way to increase teacher motivation and retention? (short-term outcomes)
- ❖ To what extent is the VPPI model seen as valid and fair? (short-term outcomes)
- ❖ To what extent is the VPPI model seen as feasible? (short-term outcomes)
- ❖ To what extent did pilot participants' perceptions change after the distribution of performance awards? (short-term outcomes)

These questions focus on the short-term outcomes of whether participants see value in the VPPI model and are willing to work to make it succeed.

This section addresses the extent to which principals and teachers see performance pay as an effective way to motivate all educators and retain exemplary teachers, especially in HTS and SIG schools. Educators were asked during the evaluation study to consider the feasibility of performance pay and whether the process is fair to all teachers. This section discusses the early expectations of these principals and teachers and highlights how their attitudes toward performance pay changed as the pilot year progressed and performance pay was awarded.

In general, findings on attitudes and beliefs of educators regarding the VPPI model indicate: (1) there was a range of perceptions, from positive to negative, on the part of both principals and teachers in the pilot phase; and (2) overall, principals had stronger positive attitudes and beliefs toward the VPPI model than teachers.

Teacher motivation and retention. The first round of surveys, conducted in the spring and summer of the pilot year, indicated that principals were more likely than teachers to agree that performance pay is a viable way to retain and reward effective teachers, although opinions varied across both groups. Among principals, 72.2 percent either strongly agreed or agreed, compared to 41.3 percent of teachers (see Table 7).

Table 7: Viability of Teacher Evaluation to Retain and Reward Effective Teachers

I believe . . .	Strongly Agree		Agree		Disagree	
	P	T	P	T	P	T
...the performance-pay teacher evaluation process is a viable way to retain and reward effective teachers. (N: principals = 18; teachers = 417)	22.2% (N=4)	9.4% (N=39)	50.0% (N=9)	31.9% (N=133)	27.8% (N=5)	58.8% (N=245)

P = principals (Summer Survey); T = teachers (Spring Survey).

Some total percentages may not equal 100 due to rounding.

Constructed responses from the first round of surveys, as well as the discussions with principals during the telephone interviews, suggest that the mechanism for teacher motivation (and logically extending from there, teacher retention) under the VPPI model might be thought

This has been a learning process where both students and teachers are learning and growing together. In the end I strongly believe the students will benefit because teachers will learn to work outside the box by trying new things to make sure each and every child meets and exceeds rigorous growth.

This year the teachers could not believe how almost every child met their goal. Next year we know to push even harder. They thought having their below-level students moving 1.5 years growth in reading was too challenging. Almost every child met or exceeded this goal. It shows they can do this and much more. We have never looked at individual students in this fashion. When students are several years below, they will never reach grade level if they only move 1.5. They are now seeing it!

(Principal, Summer Survey)

of in two ways: (1) the financial incentive is the motivator for bringing about change, or (2) the underlying motivator is actually the sense of satisfaction teachers experience when their students succeed as a result of instructional improvement. Both possibilities may occur as an outcome of the VPPI model; individual belief systems influence attitudes and result in different responses.

In telephone interviews (N=14), principals were asked if they believe monetary reward is an effective way to improve teaching and increase learning. The responses were mixed: 21 percent of the principals replied yes; 36 percent were not sure; 36 percent said no; and, 7 percent offered no comment. When probing teachers' viewpoint, there were similar doubts.

One teacher responded:

“I give 100 percent to my class each year. A promise of more money for doing what I already do has not been an additional motivator. The paperwork required has made me less effective because I have had to focus my time on duplicating papers for show.”

Moving away from the monetary award as a motivator, a number of principals and teachers expressed the value of the underlying instructional changes that were driven by the VPPI pilot. They recognized the connection between performance pay and the revised teacher evaluation system, and how this new process changed the interactions between educators. In the words of one teacher in the Teacher Spring Survey, “In the end, it is a different process. It gives teachers more control and helps us to guide the conversations, and teachers aren’t generally accustomed to control.”

Several principals spoke highly of the positive effect that the VPPI model had on the faculty, especially when teachers see student progress as part of a whole school improvement process. For example, in a phone interview, a principal noted an increase in the quality of teacher conversations about student performance. Because the VPPI model holds teachers accountable for student learning, this principal thought that teachers were becoming more aware of evidence-based instruction. A review of the telephone interview data indicates that at least some of the principals played a leadership role in helping their teachers understand that the main purpose of the new teacher evaluation system is to increase student learning through data-informed instructional decisions.

Validity and fairness of the VPPI model. In order to get maximum engagement from teachers and principals in the VPPI model and thereby achieve its potential, educators must perceive that the teacher evaluation process that supports a performance pay model is valid and fair. Validity, used in this context, refers to “face validity.” In other words, it is the perception that the VPPI model is theoretically strong and has the capacity to produce the desired results if implemented well. Fairness is defined as objective implementation of the process and procedures, applied in the same manner to all teachers, with resulting financial incentives based on transparent evidence of effectiveness. Table 8 presents the perceptions of principals and teachers regarding the validity, openness, and fairness of the new teacher evaluation system.

Table 8: Validity, Openness, and Fairness of Teacher Evaluation System

I believe . . .	Strongly Agree		Agree		Disagree	
	P	T	P	T	P	T
...the new teacher evaluation system is a valid, open, and fair way to assess teachers' effectiveness. (N: principals = 18; teachers = 415)	27.8% (N=5)	5.3% (N=22)	66.7% (N=12)	36.1% (N=150)	5.6% (N=1)	58.6% (N=243)

P = principals (Summer Survey); T = teachers (Spring Survey)
Some total percentages may not equal 100 due to rounding.

Once again, survey data show that principals' perceptions are more positive than teachers: 94.5 percent of principals strongly agree or agree that the new teacher evaluation system is valid, open and fair as opposed to 41.4 percent of teachers. Fairness concerns were expressed by both principals and teachers. In a telephone interview, one principal stated that the VPPI model should not be focused on individual teachers so strongly that the effort of the school as a unit is no longer meaningful. As stated by the principal:

“It becomes more of a competition and not a schoolwide effort. There are definite stressors with participation. School improvement doesn't come from one teacher. It comes from a group and this [the Pilot] makes it a competition among the teachers. We should be applauded as a school for gains and achievements, and not just one person or a group.”

Responding to open-ended questions on the Teacher Spring Survey, teachers expressed a variety of concerns regarding fairness, including: (1) principals might be biased for or against particular individuals; (2) data might be manipulated; (3) principals do not have the knowledge base to engage teachers in effective dialog, using constructive criticism to help teachers understand how to improve instructional performance; (4) insufficient teacher knowledge of how to implement the performance standards in classroom practice; and (5) not understanding the purpose and format of the teacher portfolios or documentation logs.

Feasibility of the VPPI model. *Merriam Webster Online* defines feasibility as something that is “capable of being used or dealt with successfully.” Principals completing the

summer survey and teachers completing the fall survey were asked to reflect on the following prompt: *Overall, the pilot was successful at my school.* Principals were more likely to strongly agree or agree with this statement than teachers. More than half of the teachers responding to the Fall Survey either disagreed or strongly disagreed that the pilot was successful as shown in Table 9. This finding should be tempered by the fact that the return rate of the Teacher Fall Survey was much lower than that of the spring survey, raising the possibility that the respondents were not representative of the population of teachers in the pilot.

Table 9: Success of the VPPI Pilot

Indicate your agreement with the following statements:	Strongly Agree		Agree		Disagree		Strongly Disagree	
	P	T	P	T	P	T	P	T
Overall, the pilot was successful at my school. (N: principals = 23; teachers = 191)	0% (N=0)	3.7% (N=7)	65.2% (N=15)	36.1% (N=69)	34.8% (N=8)	30.4% (N=58)	0% (N=0)	28.1% (N=57)

P = principals (Summer Survey); T = teachers (Spring Survey)
Some total percentages may not equal 100 due to rounding.

Although the data from the surveys indicate some pessimism toward the successful implementation of the VPPI model, there is evidence that the implementation process may have influenced the opinions expressed. Several principals and teachers considered the VPPI pilot implementation process daunting, citing constraints of workload, time, and ability. The following comments from the spring and summer surveys reflect these beliefs.

Principal:

“I feel our process this year was cumbersome. Due to the number of observations we were required to do; it impacted some of the support we could have provided teachers. We provided training in the fall and teachers began testing and writing their goals. Then we reviewed the goals and completed two informals, two formals, an interim, and a summative on every person in the building, whether they were part of the pilot or not.

This does not include walk-throughs completed on a regular basis. Previously, we completed two formals and a summative on each person and non-tenure staff had three formals and a summative their first year. This was a huge increase while monitoring student growth through the multiple assessments three times a year and reviewing the documentation logs.”

Teacher:

“The initial weight and size of the program seemed insurmountable. Also, while the goal of student performance is admirable, the goal-setting process and desire to achieve high goals made it seem as though pay for performance was a carrot hanging in space that could never actually be obtained.”

Perceptions after the performance awards were made. The findings above are based on data that were gathered primarily through telephone interviews and the first round of surveys (i.e., the Teacher Spring Survey and the Principal Summer Survey). The results reflect the time period when educators were working through the implementation issues. The administration of the second round of surveys (i.e., the Fall Teacher Survey and the Fall Principal Survey) was timed to collect data after the performance awards were announced. Both the fall surveys, one for principals and another for teachers, were designed to gauge the perceptions of principals and teachers at the beginning of the 2012-2013 school year, after the VPPI pilot year. A series of key questions was posed to both principals and teachers. The questions were constructed to determine if the attitudes of the VPPI pilot participants had changed as they reflected on the pilot year and what their expectations were for the future success of the VPPI model. Responses from principals continued to reveal more positive attitudes and expectations when compared to the responses from teachers.

Table 10, Table 11, Table 12, and Table 13 display the results of questions posed to both principals and teachers on Fall Surveys, representing their cumulative experience throughout the pilot. These questions tapped their expectations for the future success of the VPPI model, specifically the revised teacher evaluation process, the impact on retaining exemplary teachers at HTS and SIG schools, and the effectiveness of performance pay to motivate school improvement.

Table 10: Expectations of Teacher Evaluation Process Improving Teaching and Learning

What is your expectation for the future success of the new teacher evaluation process improving teaching and learning at your school?	P (N = 23)	T (N = 195)
Low expectation: The new evaluation process will not improve teaching and learning at my school.	4.3% (N = 1)	45.1% (N = 88)
Moderate expectation: Although there are still challenges facing the new teacher evaluation process, I think this change will improve teaching and learning at my school.	39.1% (N = 9)	43.6% (N = 85)
High expectation: As teaching improves and students achieve at higher levels, teacher “buy-in” increases. I believe the new teacher evaluation process will result in a significant improvement in instruction and student achievement.	56% (N = 13)	11.3% (N = 22)

P = principals (Fall Survey); T = teachers (Fall Surveys)

Some total percentages may not equal 100 percent due to rounding.

Table 11: Expectations of Teacher Evaluation Process Impacting Teacher Retention

What is your expectation for the future success of the new teacher evaluation process impacting the retention of exemplary teachers at your school?	P (N = 23)	T (N = 186)
Low expectation: The new evaluation process will result in exemplary teachers leaving hard-to-staff schools and/or schools identified as needing improvement.	8.7% (N = 2)	53.2% (N = 99)
Moderate expectation: Increasing the role of teachers in the evaluation process will increase the likelihood that exemplary teachers will remain at hard-to-staff schools and/or schools identified as needing improvement.	52.2% (N = 12)	33.3% (N = 62)
High expectation: The new teacher evaluation system encourages evidence-based teaching collaboration between administrators and teachers. This sense of team-work provides support for teaching and learning. As a result, excellent teachers will continue to teach at hard-to-staff schools/or schools identified as needing improvement.	39.1% (N = 9)	13.4% (N = 25)

P = principals (Fall Survey); T = teachers (Fall Survey)

Some total percentages may not equal 100 percent due to rounding.

Table 12: Expectations for Performance Pay Improving Teaching and Learning

What is your expectation for the future success of performance-pay improving teaching and learning at your school?	P (N = 23)	T (N = 189)
Low expectation: Performance-pay will not improve teaching and learning at my school.	34.8% (N = 8)	52% (N = 99)
Moderate expectation: Although there are still challenges facing performance-pay, I think this incentive will improve teaching and learning at my school.	39.1% (N = 19)	37% (N = 70)
High expectation: As teaching improves and students achieve at higher levels, teacher “buy-in” increases. I believe performance-pay will make a significant impact on student learning and retaining our best teachers.	26.1% (N = 6)	10.6% (N = 20)

P = principals (Fall Survey); T = teachers (Fall Survey)

Some total percentages may not equal 100 percent due to rounding.

Table 13: Expectations for Performance Pay Impacting Teacher Retention

What is your expectation for the future success of performance-pay impacting the retention of exemplary teachers at your school?	P (N = 23)	T (N = 195)
Low expectation: Rewarding exemplary teachers with performance-pay will not increase the retention of high-quality teachers at my school.	34.8% (N = 8)	53.3% (N = 104)
Moderate expectation: Rewarding exemplary teachers with performance-pay will increase the likelihood that excellent teachers will remain at hard-to-staff schools and/or schools identified as needing improvement.	34.8% (N = 8)	35.4% (N = 69)
High expectation: By rewarding exemplary teachers with performance-pay, I believe excellent teachers will continue to teach at hard-to-staff schools/or schools identified as needing improvement.	30.4% (N = 7)	11.3% (N = 22)

P = principals (Fall Survey); T = teachers (Fall Survey)

Some total percentages may not equal 100 percent due to rounding.

Summary. The key finding on attitudes and beliefs is that principals indicate a more positive attitude toward the VPPI model, including performance-pay, while teachers express greater reservations. This is not surprising when considering that: (1) teachers have more at stake; their professional reputations and livelihoods are connected to the evaluation process; and (2) the literature on the change process indicates that concern, apprehension, and anxiety are expected effects of change.

The predominant frameworks on implementation specify that change occurs in an orderly and predictable sequence (Fixsen, et al., 2005). The Concerns-Based Adoption Model (CBAM)

is particularly applicable in understanding the findings on attitudes and beliefs because it contains both the levels of implementation and the stages of concern experienced by the participants who are most affected (Hall & Hord, 2010).

Stages of Concern represent the human side of the change process, separate from other considerations of support, such as training and technical assistance. The emotional aspects of change often supersede the level of implementation that is actually achieved. How participants in the process feel about what is underway makes a difference in the ultimate success of a new initiative. It is common knowledge that teachers undergoing a major change, such as a new evaluation system, must receive ongoing and explicit training. What is not always considered is the human element. Teachers, or any individuals experiencing a significant change in their work environment, must be treated with empathy and respect in addressing their individual concerns, expectations, and needs. The constructed responses from the teacher surveys indicate that communication was often lacking. A lack of transparency, and the confusion that results, will often negatively impact the success of carefully structured initiatives.

Implementation

Five evaluation questions address mid-term outcomes in the logic model and are designed to provide VDOE with insights into the level of implementation of the new teacher evaluation system and performance-pay in the VPPI pilot:

- ❖ To what extent were the key features of the performance-pay model implemented? (mid-term outcomes)
- ❖ What factors facilitated or hindered implementation? (mid-term outcomes)
- ❖ What lessons were learned in the pilot period about the implementation of the performance-pay model overall? (mid-term outcomes)
- ❖ What, if any, were the challenges in the implementation of the *Uniform Performance Standards and Evaluation Criteria for Teachers*? (mid-term outcomes)
- ❖ What, if any, were the suggested changes to the performance standards for teachers? (mid-term outcomes)

The ultimate success of any new initiative depends on paying careful attention to implementation and determining the additional supports that are needed, at what point in the process and to whom. The VPPI pilot provides a valuable opportunity to learn these lessons as the new teacher evaluation system is implemented to scale across the Commonwealth. This

section examines data from surveys and interviews on the extent of implementation of the VPPI model, an innovative approach that includes both the new teacher evaluation system and performance-pay for exemplary teachers.

All schools participating in the pilot implemented at least some aspects of the VPPI model. The general tenor of data on implementation indicates that nearly all respondents worked in good faith to implement the model as designed and some schools worked extremely hard to implement the model with fidelity, and as a result experienced greater success. There was no evidence of widespread resistance or rejection of the model; all participating schools completed the pilot activities.

A number of challenges, however, were identified, that will provide VDOE with specific insights when planning future action. Chief among these were logistical challenges and creating goals related to student achievement. Student achievement goal-setting procedures were especially arduous at the secondary level due to the diverse instructional content areas and for teachers in non-tested areas. Principals and teachers had different viewpoints on challenges, although they shared the view that writing high-quality student achievement goals was of prime concern. Teachers perceived that implementation was more challenging than principals, but both groups found pilot implementation to be a laborious process.

An overview of the VPPI pilot implementation. This section presents the process of implementation findings from the broadest level and then progressively drills down to more specific and finer-grained findings. Results are presented comparing and contrasting principal and teacher data on similar survey items and then supplementing the discussion with constructed responses from the open-ended survey questions and the principal telephone interviews. Table 14 contrasts the beliefs of principals and teachers regarding the overall success of the pilot implementation. Seventy-two percent of principals either “strongly agree” or “agree” that implementation was successful; in contrast, only 38.6 percent of teachers “strongly agree” or “agree” that implementation was successful. This supports the ongoing theme that principals perceive the VPPI pilot more favorably than teachers. It should be noted that there was a range of responses with representation of both groups on both ends of the scale.

Table 14: Extent of Agreement that the VPPI Pilot was Implemented

I believe...	Strongly Agree		Agree		Disagree	
	P	T	P	T	P	T
...the overall implementation of the Pilot during the 2011-2012 school year was successful. (N: principals = 18; teachers = 404)	22.2% (N=4)	3.5% (N=14)	50.0% (N=9)	35.1% (N=142)	27.7% (N=5)	61.4% (N=248)

P = principals (Summer Survey); T = teachers (Spring Survey)

Some total percentages may not equal 100 percent due to rounding.

Other items from the Round 1 surveys of principals and teachers provide more information on broad perceptions of implementation of the VPPI model during the pilot phase. Table 15 presents specific findings of interest. Notice that the first four items follow the same general trend as above—principals are more positive than teachers. Principals indicated a firm belief that multiple data sources were used (100 percent either strongly agreed or agreed) and that new instructional practices were encouraged (94.5 percent either strongly agreed or agreed). Interestingly, principals and teacher strongly agreed or agreed that implementation was difficult in approximately equal proportions (68.4 and 67.4 percent, respectively).

Table 15: Extent of Agreement on Implementation of the VPPI Pilot

The Performance Pay Initiative Pilot at my school...	Strongly Agree		Agree		Disagree	
	P	T	P	T	P	T
...included adequate planning and organization for successful implementation. (N: principals = 18; teachers = 424)	11.1% (N=2)	7.1% (N=30)	61.1% N=(11)	32.3% (N=137)	27.5% (N=5)	60.6% (N=257)
...was implemented efficiently and smoothly. (N: principals = 18; teachers = 424)	11.1% (N=2)	6.6% (N=28)	72.2% (N=13)	27.8% (N=118)	16.7% (N=3)	65.6% (N=278)

The Performance Pay Initiative Pilot at my school...	Strongly Agree		Agree		Disagree	
	P	T	P	T	P	T
...encouraged new instructional practices through provision of ongoing guidance and support. (N: principals = 18; teachers = 422)	16.7% (N=3)	9.0% (N=38)	77.8% (N=14)	32.7% (N=138)	5.6% (N=1)	58.3% (N=246)
...included analysis of multiple data sources in the evaluation of teacher effectiveness. (N: principals = 18; teachers = 422)	5.6% (N=1)	9.0% (N=53)	94.4% (N=17)	53.1% (N=224)	0% (N=0)	34.4% (N=145)
...was difficult to implement due to challenges and barriers. (N: principals = 19; teachers = 402)	10.5% (N=2)	28.4% (N=114)	57.9% (N=11)	38.8% (N=156)	31.6% (N=6)	32.8% (N=132)

P = principals (Summer Survey); T = teachers (Spring Survey)

Note: Some total percentages may not equal 100 percent due to rounding. Total numbers responding may vary by item due to lack of response.

Whether these general perceptions of implementation varied by school level (elementary school, middle school, or high school) or school type (SIG schools and HTS schools) were investigated to discover if any patterns of difference that might have implications for future initiatives could be determined

Pertaining to school level, 11 elementary schools, one intermediate school, five middle schools, and eight high schools participated in the pilot. Statistically significant differences were found with middle schools showing the highest positive ratings on the first four items in Table 15 and the lowest rating on the fifth item (a negative statement). Conversely, high schools showed the lowest ratings on the four positive items and the highest on the negative item. Statistical significance indicates the degree of likelihood that a difference would have occurred by chance alone; it does not explain why a difference occurred. The less favorable responses of the high school principals can be explained by open-ended survey item responses in which they indicated that large teacher student case loads and lack of appropriate assessments presented challenges. However, there are no data that clearly explain why the middle school participant responses are more favorable.

When considering the type of participating school (HTS and SIG), findings on some items were significantly different and some were not. However, there was no clear, interpretable pattern or explanation applicable to the purposes of the study.

Implementation of key features. Beyond general perceptions of implementation, we can look more deeply at perceptions of implementation of the key features or components of the VPPI model with the purpose of gaining an understanding of the relative differences in implementing particular aspects of the initiative. This finer-grained understanding will be useful to VDOE in adjusting the support provided to schools as the new teacher evaluation system is implemented statewide.

Results from the Principal Summer Survey indicate that all 19 responding principals strongly agreed or agreed that they had a good understanding of the knowledge, planning, and skills needed to be an effective teacher, the overall goals and objectives of the pilot, and two critical aspects of the teacher performance evaluation—the appropriate use of two or more measures of student academic progress and the appropriate use of student achievement goal setting. Some principals reported not having a good understanding of the appropriate use of the student growth percentiles in a teacher’s evaluation.

Approximately two-thirds of teachers reported a good understanding of the three areas: overall goals and objectives of the pilot; the procedures to provide input for evaluation; and the appropriate use of the student growth percentiles. Although continuing a different pattern of responses between principals and teachers, most respondents reported having a high level of understanding of key concepts and tasks associated with implementing the pilot with success.

Moving from conceptual understanding to behaviors, the Teacher Fall Survey results provide a picture of specific features in which teachers participated. The 203 teachers responding to the question: “*Which of the following key features of the Virginia Performance-Pay Initiative (VPPI) Pilot did you participate or discuss during the Pilot year (July 2011 to November 2012)?*” chose the following responses: (These are arranged according to participation of teachers in the activities (greater participation to least participation.)

- ❖ Implemented Goal Setting for Student Achievement. 79.3 percent (N=161)
- ❖ Administered pre-assessment to gather baseline data (to inform goal setting). 70.0 percent (N=142)

- ❖ Implemented research-based instructional practices to target learning needs and increase student achievement. 68.5 percent (N=139)
- ❖ Met with the principal after formal observations for a post-observation conference. 68.0 percent (N=138)
- ❖ Discussed students' ongoing progress monitoring data with the principal. 64.5 percent (N=131)
- ❖ Met with the principal to discuss the multiple measures used to document teaching performance for 2011-2012 school year. 62.1 percent (N=126)
- ❖ Met with the principal at the end of the school year (2011-2012) to review the evidence supporting teaching effectiveness and student academic progress (e.g., teacher documentation logs, student achievement goal-setting data, Student Growth Percentiles, student assessment data, SOL results). 62.6 percent (N=127)
- ❖ Met with the principal at mid-year (2011-2012) to review teacher documentation logs, including evidence related to each performance standard and research-based instructional strategies. 62.1 percent (N=126)
- ❖ Met with the principal to review the Student Growth Percentiles of students (if available). 41.9 percent (N=85)
- ❖ Met with the principal to discuss the 2011-2012 teacher performance ratings for each standard and the overall summative rating. 60.1 percent (N=122)
- ❖ Reviewed school-based Student Growth Percentiles at the beginning of the pilot (fall 2011). 42.4 percent (N=86)
- ❖ Assisted in aligning the school's evaluation process to the revised *Guidelines*. 7.9 percent (N=16)

Implementation challenges. The Round 2 surveys of principals and teachers included an item as follows: “*What, if any, were the challenges in the implementation of the Uniform Performance Standards and Evaluation Criteria for Teachers?*” Each respondent selected their top three challenges. Table 16 below shows a side-by-side comparison of the responses provided by principals and teachers, ordered from most to least frequently selected as a challenge.

Table 16: Top Challenges Perceived by Principals and Teachers

Principals (N = 23)	Teachers (N = 203)
Implementing Goal Setting for Student Achievement 56.5% (N=13)	Time management, implementing all the requirements within the established time frame 60.1% (N=122)
Using multiple measures to document student learning 39.1% (N=9)	Using multiple measures to document your teaching performance 46.8% (N=95)
Using the VDOE Performance Rubrics for performance standards when making summative decisions and rating teachers 39.1% (N=9)	Classroom practice based on the (2012) <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers</i> 15.3% (N=31)
Using multiple measures to document teacher performance 34.8% (N=8)	Implementing SMART goals to increase student achievement 31.0% (N=63)
Scheduling time for instructional leadership (e.g., walk-throughs, professional development) 34.8% (N=8)	Using multiple measures to document your students' learning 37.9% (N=77)
Implementing professional development for teachers 26.1% (N=6)	Developing and implementing improvement plans as a result of "Developing/Needs Improvement" or "Unacceptable" ratings 6.4% (N=13)
Developing and implementing improvement plans as a result of "Developing/Needs Improvement" or "Unacceptable" ratings 17.4% (N=4)	

Principals (Fall Survey); Teachers (Fall Survey)

These findings are supplemented by qualitative data from Round 1 and Round 2 survey open-ended responses. Principals identified a number of challenges:

- ❖ Logistical issues related to personnel movement: what to do with teachers who have moved to different schools or divisions and how to get new administrators up to speed.
- ❖ Logistical issues related to time to perform all the required tasks or need for more training/support. As a principal stated in the Principal Summer Survey:
 - Challenges included time constraints to effectively evaluate teachers and provide quality, timely feedback so there would be a direct change in instructional practices. Challenges also included not enough direct support from the state level or consultants. The state needed to organize the information more consistently before training any school divisions. Various trainings communicated different,

inconsistent information regarding implementation procedures and practices.

This initiative was very intense and could have required a year to just plan it at the state level before communicating any components to school divisions.

- ❖ Concerns related to Standard 7 – Student Academic Progress, almost half of the principals responding to the survey had concerns about the performance standards and nine voiced particular concerns related to Standard 7, including:
 - How to get adequate pre-post assessment data for non-tested subjects like art, music and physical education. “The process was time-consuming but useful. There should be more work around performance assessments for elective classes such as art, music, and P.E., especially if they will compete for the same pay incentive as core teachers.” (Principal Fall Survey)
 - Learning about available assessments; dealing with changes. A principal stated in the Principal Summer Survey, “While using the [vendor name] monthly assessment results to gauge student performance, the company re-normed the test midyear. This caused a shift in the Tier each student was placed which effected the teachers' goals.”
 - In addition, another principal stated in the same survey: “...[one of] the measures chosen was the [vendor name] assessment. Some of the teachers wrote into their goal that students would grow 1.5 reading level. We didn't think about all of the components until the end that the assessment didn't measure reading levels in half years so it was hard to determine if a child met the goal unless they exceeded it. ex. 2 years growth.”
- ❖ Implementation at the secondary level
 - Secondary teacher course loads
 - “The procedures for teachers providing data input are difficult with 150 students on their class loads at the secondary level, even targeting one class, the format and type of data for some classes is challenging to chart individual progress.” (Principal Fall Survey).

- Finding quality assessments

“Divisions have a long way to go to get good assessments that really measure student growth. That is a huge deficit at the high school level.”
(Principal Fall Survey).

A number of teachers expressed implementation challenges in terms of how to write goals and organizing their time and effort to keep records that would demonstrate progress. In the Teacher Spring Survey, teachers stated:

“I had to remind myself to take pictures and write up results of classroom activities, etc. In order to overcome this challenge, I began writing those tasks into my lesson plans so that at least three times a day I was reminding myself to document lessons and activities.”

“Organizing and maintaining the paper collection of student work development has been daunting--still trying to figure out a better method. Keeping track of the many different logs of required items was difficult. Log of parental contacts was collected in consecutive order, but was better as maintained by student since you would need to refer to it when the last contact was made and what was discussed. We had to maintain logs of student assistance, professional activities, professional meetings, student activity attendance, IEP meetings, student conferences, in-service meetings/activities, etc. The list is exhaustive to maintain.”

“Determining an objective was a stab in the dark at what was expected and how to assess the objective. Based on limited examples, an objective was established, but the assessment of the goal has been a work in progress as to what would document the success.”

“All teachers were required to write a similar goal. We were all required to increase student reading abilities. I don’t feel like our principal had a clear understanding of the process. It took months for her to clarify and approve our goals. She has not been able to keep up with the observation schedule and therefore we have not received adequate feedback or support of our goals. I continued to teach to the best of my ability and I

stroved to meet my goals and maintain appropriate student achievement regardless of the possibility of a bonus.”

“The Document Log was stressful and time consuming. It took at least 40-50 hours beyond the school time. How did I overcome the challenges? I stayed at school and worked late hours. There were several nights I was at school until 9:00 p.m. I worked some Saturdays and Sundays.”

“Evaluations at mid-year take three hours which is an unrealistic amount of time for an evaluation. Final evaluations were given to many to sign without a conference and co-teachers in the same class with the same objectives were given different marks on the evaluation. There is no room for discussion or disagreement.”

Factors that facilitated or hindered implementation. The Round 2 surveys for principals and teachers included the question: *What supports were MOST helpful to you? Select TWO (pull down menu).* Table 17 lists supports that were most frequently selected with principal and teacher responses side by side.

Table 17: Most Helpful Supports Perceived by Principals and Teachers

Principals (N = 23)	Teachers (N = 203)
Trainings conducted at The College of William and Mary 78.3% (N=18)	Networking with other teachers 61.6% (N=125)
Division-Level support 34.8% (N=8)	School-Level support 34.5% (N=70)
Materials (print materials, training flash drives, online resources) 34.8% (N=8)	Materials (print and online resources) 28.6% (N=58)
Networking with other principals and school leaders 30.4% (N=7)	Guidance and clarity of the Pilot process from my principal 17.2% (N=35)
On-site support provided by William and Mary and consultants 26.1% (N=6)	On-site support provided by The College of William and Mary and consultants 12.3% (N=25)
Guidance and clarity of the Pilot process from the Virginia Department of Education 13.0% (N=3)	Trainings conducted at The College of William and Mary 4.4% (N=9)
School-level support 4.3% (N=1)	Division-level support 4.4% (N=9)

Principals (Fall Survey); Teachers (Fall Survey)

A similar Round 2 survey question addressed the supports that were least helpful; findings were roughly the converse of information in Table 17. The data above are generally well-aligned with the project design. Principals were the audience for the training provided by The College of William and Mary, and therefore it is a positive finding that it was by far most frequently chosen by principals as a helpful support. Also chosen as most helpful by moderate numbers of principals were division support, materials, networking with other principals, and on-site support by The College of William and Mary. Guidance from VDOE and school level support was infrequently chosen as the most helpful. By design, principals were intended to turnkey the training they received from The College of William and Mary to provide support to their faculties. Interestingly, teachers chose networking with other teachers as the most helpful support by far more frequently than any other support. Teachers indicated with a moderate level of frequency that school-level support and materials were helpful. Less frequently chosen were the supports further removed from the classroom level (guidance, on-site support and training from The College of William and Mary and division support).

Lessons learned and suggested changes. The Round 1 surveys of principals and teachers contained items on lessons that had been learned through implementation. These items were intended to capture the user perspective on the new teacher evaluation system and provide a way for experience-based input to be given to VDOE. However, responses to these items were more generally stated and were actually more information on implementation challenges. Therefore, these data were analyzed under the implementation challenges.

Summary. This section has provided evidence that educators participating in the pilot faced numerous implementation challenges in a compressed timeframe and yet made a great deal of progress in reaching full implementation. That participants gained an understanding of the VPPI initiative and completed pilot activities should be considered a success. Many of the mid-

The implementation required significant time; however the work was a valuable journey and became more manageable over time.

-Principal Summer Survey

We were building this ship as we sailed it.

-Principal Summer Survey

term outcomes in the logic model were achieved, either in part or in whole.

At the same time, there is still room for improvements, and for the skills of pilot participants, as well as other teachers and principals to develop and hone skills in using the new teacher evaluation model. The literature on implementation of

innovations helps to contextualize the implementation process through the specification of a series of levels that educators using new practices will work through. In particular, the Concerns-Based Adoption Model (CBAM) provides a useful framework and defines implementation levels as follows:

- ❖ Level 0: Nonuse - The individual has little or no knowledge of the innovation, has no involvement with it, and is doing nothing toward becoming involved.
- ❖ Level 1: Orientation - The individual has acquired or is acquiring information about the innovation.
- ❖ Level 2: Preparation - The individual is preparing to use the innovation for the first time.
- ❖ Level 3: Mechanical Use - The user is focused on day-to-day use of the innovation and on mastering the tasks required to use the innovation. Mechanical use is often disjointed and superficial.
- ❖ Level 4A: Routine - The user has stabilized the ongoing use of the innovation and is making few, if any, changes.
- ❖ Level 4B: Refinement - The user is refining the use of the innovation in order to increase the impact it has on students.
- ❖ Level 5: Integration - The user is combining efforts with colleagues in order to have a collective impact on students.
- ❖ Level 6: Renewal - The user seeks major modifications or alternatives to the current innovation in order to increase its effectiveness and maximize the impact it has on students.

The CBAM Levels of Use provides an interpretive framework for the VPPI pilot. Levels of Use can be thought of in two ways: broadly, to include the entire initiative—the new teacher evaluation system and the financial incentives; and more narrowly, to focus on the underlying driver of instructional change and related improvement in student achievement—the data-driven approach that constitutes Standard 7 – Student Academic Progress. Both perspectives may be useful to VDOE.

Evidence presented in this section indicates that all educators participating in the pilot worked through the Non-use, Orientation, and Preparation levels. Most participants, principals and teachers alike, seemed to be in mechanical use (especially those expressing logistical challenges or wrestling with the conceptual challenges of writing student achievement goals) or

Routine Use (many principals seemed to have reached this level). The higher levels of use—Refinement, Integration, and Renewal—are still on the horizon for pilot participants. Nonetheless, all participating educators have much to be proud of, undergoing an intense process and reaching mid-levels of use. The higher levels of use are particularly pertinent to the narrower perspective of skilled use of data-driven decision-making under Standard 7 - Student Academic Progress. This is where the model touches the heart of teaching and learning and where ultimately, the highest potential of the VPPI initiative lies.

Reliability of ratings

Two evaluation questions address the reliability of the decisions principals at pilot schools made when rating teachers on the seven performance standards and determining summative teacher evaluations:

- ❖ What steps were taken to ensure the reliability of ratings?
- ❖ What was the reliability of ratings in a sample analyzed by an independent party?

Using multiple measures, including documents and logs of instructional effectiveness compiled by each teacher, the school principal studied the evidence, rated performance, and calculated a summative evaluation. These are “high-stakes” decisions that must be made free from bias and distortion. It is essential that principals make decisions that are consistent, not influenced by personal friendships, emotional issues, politics, or preconceived expectations. A teacher’s rating must be based on an unbiased and equitable evaluation. A decision that is justifiable is reliable. In other words, regardless of the evaluator, the time of day, the level of stress, or other factors, the teacher would receive the same rating. This is reliability; it is the cornerstone for building a successful teacher evaluation program.

Steps taken to ensure reliability of ratings. The VDOE and The College of William and Mary structured professional development to build an understanding of the new evaluation process. Leadership teams from all of the pilot schools received training that focused on making reliable performance ratings and summative decisions. Providing a brief overview of the professional development opportunities clarifies the significant steps taken by VDOE and The College of William and Mary to ensure reliability of ratings.

Dr. James Stronge and his team at The College of William and Mary presented face-to-face sessions that provided explicit instruction and guided practice on evidence-based decisions. Much of the training focused on using data to rate teachers on the seven performance standards

and using multiple sources of evidence to make summative decisions. A comprehensive booklet, “Making Summative Decisions,” was organized in a binder and a copy was provided for each school leader. At the training sessions, video clips of classroom instruction were viewed and the principals rated the teachers depicted in the videos. The binders provided scenarios and additional printed materials to replicate the summative decision-making process. A key component of this training was computing inter-rater reliability or consistency in how principals rated teachers and determined summative decisions during the practice sessions. Based on a review of the principal survey responses and informal interviews with school leadership teams, conducted by the RMC lead evaluator, the guided practice sessions and ensuing discussions on reliability helped principals to better understand the decision-making process.

The constructed responses from the Principal Summer Survey indicate that several principals also received site-based assistance with performance ratings and summative decisions. External consultants conducted dual walk-throughs with principals at their schools, providing individualized guided practice with the new teacher evaluation process. This form of leadership coaching was highly valued by principals who received it. However, based on the survey results, few principals received this targeted support.

Additionally, VDOE supported reliability of ratings by conducting webinars that targeted performance ratings and the steps to calculate summative ratings for teachers. These sessions were interactive and provided principals the opportunity to ask questions and clarify the summative evaluation process.

Standard 7 - Student Academic Progress: Student academic progress was weighted to account for 40 percent of a teacher’s Summative Performance Evaluation, a requirement of the revised teacher evaluation system. A review of the principal survey results (summer and fall) indicate that determining a rating for Standard 7 was a challenging aspect of the evaluation process. The difficulty in rating Standard 7 was heightened when teachers did not have SOL assessment data or Student Growth Percentile results. Teachers in non-SOL tested areas of instruction relied on student achievement goal setting to determine student progress. In the fall survey, 56 percent of the principals indicated that student achievement goal setting was one of the greatest challenges to implementing the VPPI initiative. Due to the subjective aspects of goal-setting, ratings based on these results have the possibility of impacting reliability.

Evaluation of principal decisions. RMC conducted two analyses to evaluate the reliability of teacher ratings and summative decisions. The first measure, an internal consistency reliability coefficient, provided a quantitative analysis of the reliability of the principals' ratings of teachers on the seven performance standards. A statistical measure of internal consistency provides an opportunity to consider how performance ratings for all teachers, based on diverse evidence, remain reliable across the seven standards. The second measure was a qualitative analysis of the supporting documentation and procedures principals used to evaluate teachers and award performance-pay.

Internal consistency. Principals' ratings for the seven performance standards were analyzed to calculate a measure of internal consistency (Cronbach's Alpha reliability coefficient). This calculation provided a measure of the reliability of each principal's ratings of teachers within each school. This reliability coefficient can range between zero and one, where zero indicates no reliability at all and one indicates the highest reliability possible. High values (e.g., 0.70 through 1.00) indicate that the principal is rating each teacher in a consistent manner over all of the seven standards. That is, the ratings for any one teacher should be similar from one standard to the next because each standard reflects different aspects of the same quality—effective teaching.

This coefficient was calculated for 24 of the 25 schools. (All of the teachers in one of the schools received the same rating on each Standard, preventing the calculation of a reliability coefficient.) The reliability coefficients for the schools ranged from 0.42 to 0.99 with an average value of 0.83. Generally, if the reliability coefficient is above 0.70, the ratings have good reliability; if it is below 0.50, their reliability is considered inadequate.

Table 18 identifies the reliability coefficient per school. At the beginning of the evaluation (January), each school was given a random letter code by the lead evaluator to ensure confidentiality. Table 19 describes the percentage of schools with different levels of reliability. This descriptive analysis indicates that in 22 of the 24 pilot schools (91.7 percent) the reliability of the principal's ratings was above 0.70, indicating an acceptably high level.

Table 18: Reliability Coefficient of Performance Ratings in Each School

School	Reliability Coefficient						
A	0.92	G	0.89	M	0.79	T	0.99
B	0.98	H	0.91	N	0.78	U	0.82
C	0.87	I	0.78	O	0.92	V	0.79
D	0.76	J	0.94	P	0.84	W	0.80
E	0.87	K	0.92	Q	0.90	Y	0.83
F	0.90	L	0.42	S	0.75	Z	0.66

Total Schools: N=24

Table 19: Distribution of Reliability Coefficients across Schools

Reliability Range	Percentage of Schools
0.90-0.99	37.5 (N=9)
0.80-0.89	29.2 (N=7)
0.70-0.79	25.0 (N=6)
0.60-0.69	4.2 (N=1)
0.50-0.59	
0.40-0.49	4.2 (N=1)

Total Schools: N=24

Document review. Principals or central office administrators were requested to submit the VPPI Data Spreadsheets (Appendix H) by November 9, 2012, to RMC. The spreadsheets included the performance ratings and summative ratings for all teachers who participated in the pilot. The principal assigned each teacher a numerical code to protect confidentiality before the spreadsheet was uploaded to the SSWS site. Only the lead evaluator had access to this secure site to download the Spreadsheets.

The RMC lead evaluator reviewed each school's spreadsheet and selected two teachers for the summative decision document review. The teachers selected represented a range of high performance ratings to low performance ratings; exemplary to unacceptable summative ratings; from SOL tested areas to student achievement goal setting. By November 2012, nine of the pilot schools had new principals. RMC and VDOE agreed to collect data only from the principals who participated in the pilot and were still providing leadership at the same school. Data was not collected from principals new to their schools (see Appendix J for the e-mail sent to principals requesting documented evidence of summative decisions).

The documents, providing evidence of the performance ratings and summative evaluation for each of the selected teachers, were submitted by principals and reviewed by RMC. A document review template (see Appendix I) was used to organize and guide the qualitative analysis. Documents were cross-referenced with the performance ratings and summative evaluation entered on the VPPI Spreadsheet. The materials for each teacher were scored based on the triangulation of evidence. For example, if a teacher received a summative rating of "2" (Developing or Needs Improvement), did the principal submit at least three sources of evidence that address the teacher's performance level and justify this rating? Evidence was derived from multiple data sources, for example:

- ❖ Summative Teacher Performance Report including standards, ratings, comments, overall evaluation summary, commendations, areas noted for improvement, and teacher improvement goals.
- ❖ Performance Rubric
- ❖ Informal Classroom Observation reports (Walk-Throughs)
- ❖ Formal Classroom Observation reports
- ❖ Goal-Setting documents
- ❖ Assessment Data (e.g., SOL data)
- ❖ Student Growth Percentiles
- ❖ Interim Evaluation

There are sources of evidence a principal may have used to determine a teacher's performance rating or summative evaluation that are not available electronically (e.g., Teacher Documentation Logs). To afford a more accurate account of the evidence used for summative

decision making, the principal had the option of submitting a written description of the evaluation process used for each of the two teachers selected for the reliability check.

Table 20 provides the findings from the document review. Of the 16 schools, 13 (81.2 percent) were judged to have strong evidence supporting the ratings. Only one school was judged to have adequate evidence. Two schools were judged to have unacceptable evidence. However, an unacceptable document review only indicates that no evidence was provided. It does not necessarily mean the school did not have evidence.

Table 20: Document Review to Determine Level of Evidence for Summative Decisions

School	Level of Evidence	School	Level of Evidence	School	Level of Evidence	School	Level of Evidence
A	S	I	U	O	S	T	S
C	S	J	S	P	S	W	S
D	S	M	S	Q	S	Y	S
F	U	N	S	S	S	Z	A

S=Strong Evidence A= Adequate Evidence U=Unacceptable Evidence
Total Schools: N=24

Table 21 compares the results from the qualitative document review to the quantitative reliability coefficient for each of the 16 schools that qualified for both reliability checks. The one school receiving an adequate judgment had the lowest reliability coefficient. However, overall there is not a very strong relationship between the level of evidence provided and the internal consistency of the ratings made by the principals. The two principals providing unacceptable evidence demonstrated reliability coefficients of 0.90 and 0.78. There are two possible explanations for this. First, it was pointed out above that the unacceptability of evidence was due to there being a lack of evidence provided, not that the evidence indicated poor judgment in rating teachers. Second, one should not necessarily expect to see a strong relationship between these two measures. The reliability coefficients indicate how consistently each principal was applying the seven Standards in the evaluation of teachers. The acceptability of the evidence provided was a judgment about whether the evidence supported the ratings of the teachers on each of the Standards.

Table 21: A Comparison of Quantitative and Qualitative Measures of Reliability

School	Reliability Coefficient	Document Evidence	School	Reliability Coefficient	Document Evidence
A	0.92	S	O	0.92	S
C	0.87	S	P	0.84	S
D	0.76	S	Q	0.90	S
F	0.90	U	S	0.75	S
I	0.78	U	T	0.99	S
J	0.94	S	W	0.80	S
M	0.79	S	Y	0.83	S
N	0.78	S	Z	0.66	A

Conclusions

Many states are currently adding student achievement measures into their teacher evaluation systems and including pay incentives as a part of the system. The Rand Corporation studied the effectiveness of performance-pay in education (2009), and its main findings serve to contextualize the VPPI pilot within the literature on performance-pay. First, the Rand study reminds us that there is limited research on the effectiveness of performance-pay and lack of evidence-based guidance for designing effective performance-pay initiatives. Even so, Rand findings assert that curriculum and instruction change when test results are used to reward or penalize teachers or schools. Measures of effective teaching or leadership practices, however, may lead to better professional development and increase educators' acceptance of performance-pay programs. Further, Rand's findings assert that performance-pay initiatives are strengthened when multiple measures of student achievement that are aligned with curricula are used, and educators are provided with resources to improve their practices.

In 2011, Governor Robert McDonnell stated:

“A child’s educational opportunities should be determined by their intellect and work ethic, not their zip code. We must ensure that students in every corner of the Commonwealth have access to great schools, excellent teachers and the opportunity to learn in an environment that suits them best.”

Working toward the vision laid out by Governor McDonnell in his quote, VDOE, school divisions, principals, and teachers embarked on a bold journey that incorporated the Rand-identified features that strengthen performance-pay initiatives and they have worked in earnest to design and pilot a performance-pay model that improves teaching and learning.

The purpose of this evaluation is to provide VDOE with insights into the functioning of the pilot. A mixed methods design was utilized, using surveys of principals and teachers, supplemented with document review, principal interviews, communication with staff from VDOE and The College of William and Mary, and an analysis of internal consistency of principal ratings. Most analyses were qualitative and descriptive, as appropriate to the purpose of the evaluation—not to make definitive statements of whether the pilot “worked,” but to gain

understandings and insights into Virginia's new teacher evaluation system as it was used to implement teacher performance-pay.

The main findings from the pilot evaluation are as follows:

- ❖ The pilot was carried out and completed in all participating schools. The short time frame for implementation meant that the learning curve was steep for principals and teachers. They had to learn the components of the new evaluation system, implement a comprehensive process, and determine which teachers earned performance-pay. Both teachers and principals thought that implementation was challenging and that there were barriers. Some teachers opted out of the pilot. Nonetheless, in the face of challenges, principals and teachers persevered, and the activities of the pilot phase were accomplished. Of the teachers receiving ratings, 225 (28.77 percent of teachers participating in the pilot) received performance awards. Internal consistency measures showed principals reliably used standards in making judgments across teachers.
- ❖ Training and technical assistance was provided to principals and teachers in pilot schools in a variety of modes and formats, and this support facilitated implementation. The centerpiece of support was the train-the-trainer approach in which The College of William and Mary provided direct training to principals and a limited number of teachers on leadership teams. Administrators in turn trained and supported their faculties. Principals found The College of William and Mary training and on-site technical assistance quite useful. Teachers found school-based support, especially networking with other teachers, to be the most useful form of support provided.
- ❖ In general, principal knowledge and understanding of the VPPI model and perceptions of fairness, feasibility, value, and success of implementation were higher than teacher perceptions on the same topics. A minority of principals indicated a need for additional assistance as the pilot came to a close, especially in the more technical issues of addressing Standard 7 - Student Academic Progress (finding appropriate assessments, writing good goals based on the assessments and the use of student growth percentiles). Other issues where principals still may need assistance are (1) expectations of teachers at the high school level, where teachers' student loads are much greater than at the elementary level (2) implementing Standard 7 for teachers of non-tested areas, and (3)

writing goals for special populations like students with disabilities and English language learners.

- ❖ At the teacher level, variation in responses was greater than at the principal level. Some teachers in some schools were significantly challenged by time and effort constraints as well as the ability to effectively use the guidelines to promote data-driven instructional change that would improve student learning. The more positive perceptions of principals than teachers is generally consistent with what might be expected in a train-the-trainer model, with variability in implementation of desired changes becoming greater among individuals who are further removed from the direct training experience.

The VPPI pilot was guided by a logic model (see Figure 1) and findings can be interpreted in light of the logic model components. The value of the logic model is that it makes expectations explicit and represents an anticipated progression allowing us to see what was accomplished and where work is still needed. Referencing the logic model components, the following statements can be made:

- ❖ All planned **inputs** were provided and expected **outputs** were achieved: pilot schools were selected; training and technical assistance was provided as planned, and principals and teachers used the new teacher evaluation system, resulting in assignment of ratings and subsequent incentive pay. There is substantial evidence that all educators involved in the pilot process worked diligently and in good faith to implement the new teacher evaluation system.
- ❖ Many of the **short-term outcomes** were achieved, given the general differences between principal and teacher perceptions. The majority of principals bought into the value of the model and considered the training and technical assistance they received to have been useful. Measures of the internal consistency of rating and qualitative review of supporting documents confirmed that principals performed the rating process in a quality manner. Teacher buy-in to the value of the VPPI and their satisfaction with the support they received was more varied.
- ❖ Many aspects of the **mid-term outcomes** were achieved, although work remains in raising the level of implementation to a consistently high level among all participating educators. In particular, more implementation supports for teachers are needed. Some teachers reflected that they need more training, specific examples of documented

evidence, and more explicit feedback to support using new procedures and student achievement data to improve their instruction. Some teachers also expressed need for support in managing the activities related to the new teacher evaluation system. Some experienced the pilot as quite time-consuming and burdensome.

These findings are readily interpretable in light of the literature on the implementation. Several current, evidence-based models exist (Fixsen, et al., 2005; Hall & Hord, 2010) and they all have in common the understanding that implementation occurs in a series of well-defined stages. Implementation support must be explicitly designed to move all participants through all the stages, and working both in terms of going through personal concerns (moving from seeing how the change affects the individual to how the change affects larger organizational mission and goals) and technical competency (understanding how the change is meant to work, practice, and feedback). Working through stages to full implementation and achievement of ultimate outcomes (seeing the work in Standard 7 actually result in improved learning) is a turning point in the progression of levels of implementation. At the point that results are seen, opportunity to refine practice and sustain practice is possible.

Finally, the logic model contains a feedback loop. Information presented in this report and summarized above is intended to cycle back into inputs and progress again through the outputs, short- and mid-term outcomes.

Commendations and Recommendations

The evaluation report offers commendations and recommendations to VDOE, in recognition of accomplishments and to provide suggestions that the state may wish to take into account as it implements the new teacher evaluation system. Conclusions and recommendations are categorized into the following topical areas: (1) design of the VPPI; (2) training and technical assistance; and (3) the VPPI pilot.

Design of the VPPI. In general, the VPPI was found to be well-designed, with only refinements suggested.

❖ Commendations:

- The VPPI is based in the literature on teacher effectiveness and is well-designed to achieve its intended purposes.
- As a result of implementing VPPI, VDOE has moved away from the teacher evaluation system commonly used throughout the nation for more than a century, in

which the principals visits the classroom once or twice a year and writes an evaluation with little or no input from the teacher. Now, in Virginia teacher evaluation is standards-based and includes the mission of schooling—increasing student achievement—as one of the standards. Performance-pay adds an incentive for teachers.

- VDOE incorporated stakeholder input in the design of the new teacher evaluation system and some flexibility in the implementation of VPPI. Stakeholders provided input to the design when VDOE convened a workgroup that represented educators and stakeholders from a broad spectrum to research and work together to construct new guidelines for teacher evaluation. Pilot schools were selected on the basis of competitive proposals, which allowed the opportunity for the school leadership team to do upfront thinking on implementation and begin conversations with teachers to promote buy-in. Further, school divisions had some choice in how the VPPI initiative would be implemented and if the performance awards would target all teachers or just a specific group. In general, consensus-based design and flexibility in implementation should support broad ownership and buy-in to the model.
 - The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers (Guidelines)* and supporting materials provided definition of the new teacher evaluation system. VDOE provided specific requirements in their use.
- ❖ Recommendations:
- VDOE could consider how principals are incentivized in the process. Pilot principals devoted significant time and effort to VPPI implementation, but tangible incentives/rewards were only available to teachers.
 - VDOE could review all training materials and supporting documents to ensure they reflect any adjustments in procedure or process that were made during the pilot phase.
 - VDOE could consider defining and employing a variety of communication/marketing strategies to educators at the local level so that the basic facts of what the VPPI was, why it was undertaken, and the value it is intended to produce are baseline understandings for interested stakeholders.

Training and technical assistance. Training and technical assistance from The College of William and Mary was strong. As would be expected, school leadership teams receiving direct training under the train-the-trainer model received the most benefit. Suggestions are made to ensure that training and technical assistance reaches to teachers so that full implementation can be achieved.

❖ Commendations:

- VDOE provided training and technical assistance to educators at the local level in a variety of modes and formats. Recognizing the needs for support at the school level, VDOE invested significant time and money into extensive ongoing training and technical assistance from The College of William and Mary for school leadership teams. The participation of Dr. James Stronge brought nationally-recognized expertise on teacher effectiveness to the *Guidelines* and the VPPI. The training provided by The College of William and Mary was comprehensive – not only the new evaluation guidelines and the implementation of performance-pay – but the process of goal-setting, including SMART goals (goals that are specific, measurable, appropriate, results-focused, and time-bound). The training from The College of William and Mary provided guided practice, using videos and scenarios for principals to practice rating teachers. VDOE provided follow-up interactive webinars to answer implementation questions from principals.
- VDOE addressed the question (upfront) of how to evaluate teachers in non-tested areas, an issue that has been a challenge for other states and divisions that implemented new evaluation tools and/or performance-pay.
- Print materials (guidelines, rubrics, templates, training materials) are well-designed and available on the VDOE Web site.

❖ Recommendations: VDOE could develop a comprehensive training and technical assistance plan including the following elements:

- Specification of how the role played by The College of William and Mary was important in providing the necessary training and technical assistance needed for school divisions and schools to implement the pilot.
- Strategies for training and technical assistance can be differentiated, so that principals and teachers who are at lower levels of implementation will receive more intensive

“just in time” support. This kind of support will need to be intensified in order to ensure that all educators reach full capacity and that the deficit of the limited reach of train-the-trainer approaches is addressed.

- Strategies for building on the finding that teachers learned best from each other and would like to see examples. VDOE should investigate how teacher-to-teacher and principal-to-principal collaboration using technology or other means.
- A training timeline so that training topics are in sync with activities that local educators need to carry out.
- VDOE could write training and support job descriptions for school division leaders and principals in a clear and detailed manner and devise methods for gathering ongoing input on what is needed to fulfill those responsibilities and holding these leaders accountable for meeting expectations.
- VDOE could specify who is expected to participate in training and how much flexibility is allowed in missing training events. In the pilot, school leaders did not always attend the training sessions.

The VPPI pilot. In conclusion, commendations and recommendations are offered on the value of the pilot process itself, with a suggestion for developing ongoing strategies for collecting and using input from educators in division offices and schools.

❖ Commendations:

- VDOE is to be commended for conducting a pilot, allowing time for learning and making mid-course corrections.
- VDOE started with some of the most challenging sites for the pilot: HTS and SIG schools. It would have been easier to implement the pilot in schools that are not facing the challenges that come with urban or rural education, where children are often from impoverished homes, but VDOE put the effort where student needs are the greatest and where the most implementation needs might emerge.
- VDOE made adjustments along the way to improve the pilot.
- VDOE contracted with an external evaluator for an objective viewpoint on the pilot implementation.

❖ Recommendations:

- Devise ways to capture questions and comments from principals and teachers.

Although the pilot period is officially concluded, a spirit of continuous improvement and having a mechanism for gathering feedback on an ongoing basis will inform training agendas and help to differentiate support for teacher evaluation.

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Appendices

APPENDIX A:
VIRGINIA DEPARTMENT OF EDUCATION WORKGROUP

Virginia Department of Education Workgroup

1. **Ms. Sherri Arnold**, English Teacher, Maggie Walker Governor's School for Government and International Studies
2. **Mr. Jeff Bain**, President, Virginia School Boards Association
3. **Mr. Jim Baldwin**, Executive Director, Virginia Association of Elementary School Principals
4. **Dr. Randy Barrack**, Executive Director, Virginia Association of Secondary School Principals
5. **Ms. Carolyn Bernard**, Principal, Grassfield High School, Chesapeake City Public Schools, President-Elect, Virginia Association of Secondary School Principals
6. **Dr. Kitty Boitnott**, President, Virginia Education Association
7. **Ms. Kathy Burcher**, Legislative Chair, Virginia Parent Teacher Association
8. **Mr. Frank Cardella**, High School Teacher and President, Chesterfield Education Association
9. **Dr. Lyle Evans**, Assistant Superintendent for Human Resources and Administrative Services, Chesterfield County Public Schools
10. **Mr. Stu Gibson**, Past President, Virginia School Boards Association
11. **Mr. Michael Hairston**, Middle School Teacher and President, Fairfax Education Association
12. **Ms. Bonnie Klakowicz**, Elementary School Teacher, President, Prince William Education Association
13. **Mr. D. Patrick Lacy**, Special Counsel, Virginia School Boards Association
14. **Ms. Betty Lambdin**, Director, Office of Teaching and Learning, Virginia Education Association
15. **Mr. Dominic Melito**, High School Teacher and President, Virginia Beach Education Association
16. **Dr. James Merrill**, Superintendent, Virginia Beach Public Schools
17. **Dr. H. Alan Seibert**, Superintendent, Salem City Public Schools
18. **Dr. Patricia Shoemaker**, Dean, College of Education, Radford University

19. **Dr. Thomas Shortt**, Executive Director, Virginia Association of Elementary School Principals (served through November 2010)
20. **Mr. J. Andrew Stamp**, Associate Executive Director, Virginia Association of School Superintendents
21. **Dr. Benita Stephens**, Principal, Potomac Middle School, Prince William County Public Schools
22. **Dr. Philip Worrell**, Superintendent, Greensville County Public Schools, and President, Virginia Association of School Superintendents

Project Consultants:

23. **Dr. James H. Stronge**, Heritage Professor of Educational Policy, Planning, and Leadership, The College of William and Mary, Williamsburg, Virginia
24. **Dr. Leslie W. Grant**, The College of William and Mary
25. **Ginny Caine Tonneson**, Transformational Concepts, LLC
26. **Xianxuan Xu**, The College of William and Mary
27. **Dr. Terry Dozier**, Associate Professor, Teaching and Learning, and Director, Center for Teacher Leadership, Virginia Commonwealth University School of Education

Project Facilitator:

28. Center for Innovative Technology, 2214 Rock Hill Road, Suite 600, Herndon, Virginia 20170

Department of Education Staff:

29. **Dr. Patricia I. Wright**, Superintendent of Public Instruction, Virginia Department of Education
30. **Dr. Mark Allan**, Director, Standards, Curriculum and Instruction, Virginia Department of Education
31. **Ms. Bethann Canada**, Director of Educational Information Management, Virginia Department of Education
32. **Dr. Deborah Jonas**, Executive Director for Research and Strategic Planning, Virginia Department of Education
33. **Dr. James Lanham**, Director of Teacher Licensure and School Leadership and Evaluation Project Coordinator, Virginia Department of Education

34. **Mrs. Patty S. Pitts**, Assistant Superintendent for Teacher Education and Licensure, Virginia Department of Education
35. **Dr. Kathleen Smith**, Director of School Improvement, Virginia Department of Education
36. **Ms. Carol Sylvester**, Title IIA Specialist, Virginia Department of Education
37. **Ms. Michelle Vucci**, Director of Policy, Virginia Department of Education
38. **Ms. Anne Wescott**, Assistant Superintendent for Policy and Communications, Virginia Department of Education

APPENDIX B:
SEVEN PERFORMANCE STANDARDS

Seven Performance Standards

- **Performance Standard 1: Professional Knowledge**
The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.
- **Performance Standard 2: Instructional Planning**
The teacher plans using the *Virginia Standards of Learning*, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.
- **Performance Standard 3: Instructional Delivery**
The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.
- **Performance Standard 4: Assessment of and for Student Learning**
The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.
- **Performance Standard 5: Learning Environment**
The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.
- **Performance Standard 6: Professionalism**
The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.
- **Performance Standard 7: Student Academic Progress**
The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

* The complete Performance Standards with specific indicators can be accessed at:
http://www.doe.virginia.gov/teaching/regulations/2011_guidelines_uniform_performance_standards_evaluation_criteria.pdf

APPENDIX C:
PRINCIPAL INTERVIEW PROTOCOL

Principal Interview Protocol

I am _____ from RMC Research Corporation. Thank you for making the time to talk to me. This interview is part of RMC's evaluation of the Virginia Pay for Performance Incentives (VPPI) pilot initiative.

The purpose of the interview is to collect information about your experience with the VPPI pilot, such as your experience with the trainings and the implementation of the pilot in your school. We are collecting similar information from principals and teachers in other participating schools. The information collected will be used to develop a survey that will be sent to all principals and teachers who are part of the VPPI pilot.

All of your answers are strictly confidential. You may refrain from answering any question and you may withdraw your response or responses at any point of the interview. Your responses will be read only by the RMC Evaluation Team and then combined with the responses from other educators who are involved with the pilot initiative for the analysis in our reports. You will not be identified in any report or discussion.

The interview will last approximately 30 minutes. Do you agree to participate in this phone interview? You are not required to participate; however, the data we obtain from principals and teachers involved in the Pilot will be used to evaluate and improve the Pay for Performance process.

_____ **AGREE to Participate** _____ **NOT AGREE to Participate**

Do you have any questions or concerns before we begin?

First, I want to confirm some basic information:

Date:

School:

Division:

Principal's Name:

How long have you been a principal?

Are there other administrators in your school who are involved with the VPPI Pilot?

Now, we will begin the actual interview. Please respond candidly and honestly. Remember that anything you say will be confidential.

1. When did you become involved with the Virginia Pay for Performance Initiative?
 - a. How did you become involved (voluntary or required)?
 - b. What were your initial expectations?

2. Have you participated in any related trainings?

If so, the next questions will explore the format and quality of the trainings.

- a. When?
- b. Who provided the trainings?
- c. Were the trainings beneficial?
 - For example, discuss the quality of the training.
- d. What was the format for the training(s)?
 - Where was the training located?
 - What was the length of the training?
 - Was it a presentation or workshop (hands-on)?
 - What topics were addressed?
- e. What suggestions do you have for improving the trainings?
- f. Are there aspects of the Pay for Performance Pilot where additional training is needed?
 - If so, what topics or skills need to be addressed?
- g. Is there any additional information that should be provided to make the training process clearer?
- h. Based on your experience, are there other trainings that would support and assist your participation in the VPPI Pilot?
- i. What are your suggestions for future trainings?

3. After the trainings, do you feel you have a clear understanding of the VPPI Pilot?

Specifically:

- a. Your role as the principal?
- b. Your responsibilities in the implementation of the Pilot?
- c. The roles and responsibilities of the teachers?
- d. Was there follow-up after the formal training sessions?
 - If so:
 - Who provided the follow-up?
 - What was the format of the follow-up?
 - Do you have any concerns/suggestions regarding follow-up to the trainings.

4. How was the VPPI Pilot implemented at your school?

For example:

- a. When did implementation of the Pilot begin at your school?
- b. What has been done thus far?
- c. How have the teachers responded to the changes?
- d. What are the challenges and/or barriers?

5. How confident do you feel about evaluating teacher effectiveness at your school?

- a. Does the *new* evaluation process accurately target components of teacher effectiveness?
- b. How comfortable do you feel using the *new* evaluation process?
- c. Do you feel more support or training is needed?
- d. If so, what are your suggestions?

6. Based on your experiences with the Pilot to date:
 - a. Do you believe Pay for Performance is an effective way to improve teaching and student learning/achievement? Why?
 - b. Do you think Pay for Performance will help retain effective teachers in hard-to-staff schools? Why?
 - c. What are the contributing factors impacting your opinion?
 - d. What is your overall impression of the VPPI Pilot?
 - e. Are there areas of implementation or support where improvement is needed?
What specifically needs to be revised or changed?
7. Are there topics we should explore or questions we should ask, that we haven't addressed today? If so, what are they?
8. Is there something that you'd like to share with us that our questions did not target?

APPENDIX D:
TEACHER SPRING SURVEY INSTRUMENT

Teacher Spring Survey Instrument

The purpose of this survey is to collect information about your experience with implementing *Virginia's Performance Pay Incentives Initiative Pilot* and *Virginia's Uniform Performance Standards and Evaluation Criteria for Teachers*. We are collecting similar information from teachers and principals in other participating schools. The data collected will be used to inform a state evaluation report that will assist educational stakeholders in future work with performance-pay and teacher evaluation.

All of your responses are strictly confidential. They will be read only by the RMC Evaluation Team and then aggregated with the responses from other teachers for the analysis in the Evaluation Team's reports. No individually identifiable data about you, your school, or your school division will be given to the Virginia Department of Education or The College of William and Mary.

The survey should take about 30-45 minutes. Please complete the survey by **May 25, 2012**.

Your division: _____

Your school: _____

Grade level(s) you teach: _____

Content area(s) you teach: _____

Implementation of the New Teacher Evaluation Process and the Performance Pay Initiative Pilot

1. Did you participate in the Virginia Performance Pay Initiative (PILOT)?

- a. Yes (Go to Question 3.)
- b. No (Go to Question 2.)

2. If you did not participate in the PILOT, please check the reason that applies to you.

- a. Teacher participation in the PILOT at my school was voluntary.
- b. I was not selected to participate in the PILOT.
- c. I did not know about the PILOT.
- d. Other: _____

(After this question, respondents will go to Background Information: Questions 19-24, and will be done with the survey.)

3. Did the process by which your performance as a teacher was evaluated change this year? Yes ___ No ___ If yes, please describe the changes below:

4. Do you have a clear understanding of the performance standards by which you are being evaluated? Yes ___ No ___

5. Do you have a concern regarding any of the teacher performance standards? Yes ___ No ___ If yes, please explain:

6. Do you expect to be awarded a financial bonus based on your evaluation this year?
Yes___ No___

7. Please rate your **UNDERSTANDING** of the new teacher evaluation process by indicating your level of agreement with the following statements, using the following scale:

3 = Strongly Agree, 2 = Agree, 1 = Disagree, NA = Not Applicable

Please check ONE rating for each statement.

I have a good understanding of . . .	3	2	1	NA
• the <i>Uniform Performance Standards and Evaluation Criteria for Teachers</i> .				
• the knowledge, planning, and skills needed to be an effective teacher.				
• the appropriate use of two or more measures of academic progress that will contribute to my performance evaluation.				
• the appropriate use of Student Growth Percentiles in my performance evaluation.				
• the appropriate use of Student Achievement Goal Setting in my performance evaluation.				
• the procedures to provide input for my evaluation of teaching effectiveness.				
• the overall goals and objectives of the Teacher Performance Pay Pilot.				

8. Please rate the **SUCCESS** of the **IMPLEMENTATION** of the Performance Pay Pilot at your school by indicating your level of agreement with the following statements, using the following scale:

3 = Strongly Agree, 2 = Agree, 1 = Disagree, NA = Not Applicable

Please check ONE rating for each statement.

The Performance Pay Pilot at my school . . .	3	2	1	NA
• included adequate planning and organization for successful implementation.				
• was implemented efficiently and smoothly.				
• provided me with an active role in contributing to my evaluation.				
• encouraged new instructional practices by providing me with greater ongoing guidance and support (e.g., by the principal, an instructional coach or an external consultant).				
• included the analysis of multiple data sources (e.g., observations, artifact collection) to evaluate my teaching effectiveness.				
• was difficult to implement due to challenges and barriers.				

9. Please provide your perspective on the likelihood that the new teacher evaluation system and the Performance Pay Pilot will improve classroom instruction and increase student learning by indicating your level of agreement with the following statements, using the following scale:

3 = Strongly Agree, 2 = Agree, 1 = Disagree, NA = Not Applicable

Please check ONE rating for each statement.

I believe . . .	3	2	1	NA
• the new teacher evaluation system is a valid, open, and fair way to assess teachers' effectiveness.				
• the Performance-Pay teacher evaluation process is a viable way to retain and reward effective teachers.				
• the overall implementation of the PILOT during the 2011-2012 school year was successful.				

10. If you disagree with any of the statements above, please explain why you disagree. Please be specific and limit your response to 1,000 characters.
11. From a teacher's perspective, what challenges, if any, did YOU encounter in implementing the performance standards of the Pilot in your school? How did you overcome the challenges? Please be specific and limit your response to 1,000 characters.

Training and On-Site Technical Support

12. Did you receive any training(s) and/or support from external consultants associated with the PILOT?

- a. Yes (Go to Question 13.)
- b. No (Go to Question 16.)

13. Please check ALL the trainings you participated in for the Pilot. If you do not remember the time frame, titles, or consultants of the trainings, please provide as much of the information that you do remember.

Training(s) at The College of William and Mary

(These trainings were designed for school principals.)

- a. July or August 2011 (Overview of PILOT)
- b. October 2011 (Standard 7 of the Uniform Performance Standards for Teachers)
- c. January 2012 (Summative decision, January 2012)

Technology-Based Training(s):

- a. November 2011 (Webinar on goal setting for student academic progress)
- b. May 2012 (Webinar on using student growth data as part of the teacher evaluation process)

School-Based or School Division-Based Training(s):

- a. Training(s) attended at your school:
- Time frame: Fall/Spring: _____
 - Topic: _____
 - Trainer's Name (Optional): _____
 - Trainer's role:
 - Central Office Administrator
 - Principal
 - Assistant Principal
 - Instructional Coach
 - External Consultant
 - Other: _____
- b. Trainings attended by teachers from multiple schools that were provided by the School Division:
- Time frame: Fall/Spring _____
 - Topic: _____
 - Trainer's Name (Optional): _____
 - Trainer's role:
 - Central Office Administrator
 - Principal
 - Assistant Principal
 - Instructional Coach
 - External Consultant
 - Other: _____
- c. Other Trainings (Specify): _____

14. Did you receive on-site technical support from an external consultant to assist you in implementing the Pilot? If so, please answer the following questions:

- a. How often did the consultant come to your school during the 2011-2012 school year?
- Once
 - Twice
 - More than 2 times
- b. What was the focus of the visit(s) (check all that apply)?
- Working with teachers
 - Working with administrators
 - Visiting classrooms
 - Other: _____
- c. What was the consultant's name (optional)? _____

15. How helpful was the support you received (including trainings and on-site technical assistance)?

(Being useful means that you are able to apply knowledge, skills, and strategies from the training(s) to improve your teaching.) Please rate the usefulness of the support you received using the following scale:

3 = Very Useful, 2 = Somewhat Useful, 1 = Not Useful, NA = Not Applicable

Check the box that indicates your rating for each type of training:	3	2	1	NA
• Training(s) at The College of William and Mary				
• Trainings at your school				
• Trainings provided by the school division (multi-school trainings)				
• Technology-based training				
• On-Site visits and technical assistance (external consultant)				
• Training and follow-up materials				
• Other (Specify):				

Effectiveness of the New Teacher Evaluation Process and the Performance-Pay Initiative Pilot

Please respond to Questions 16-17 indicating your degree of satisfaction. Please check ONE box for each question.

16. To what degree did the new teacher evaluation process impact your instructional practice?

6	5	4	3	2	1
The new teacher evaluation process greatly increased my understanding and implementation of effective teaching practices.					The new teacher evaluation process did NOT impact my teaching at all.

17. Overall, what is your opinion of the Performance Pay Initiative Pilot?

6	5	4	3	2	1
The Pilot experience provided me with support and encouragement that resulted in me having higher expectations for my students.					The Pilot has not provided me with the support or encouragement that resulted in me having higher expectations for student achievement.

18. Please share with us any other comments you have regarding your experiences with the new Teacher Evaluation System and/or the Virginia Performance Pay Incentives Initiative Pilot. Please limit your response to 1,000 characters.

Background Information

In Questions 19-24, please tell us a little about yourself.

19. What was your role during the 2011- 2012 school year?

- a. Classroom Teacher
- b. Reading Specialist
- c. Instructional Coach
- d. Other:

20. What is your present age (optional)?

- a. 22-29
- b. 30-39
- c. 40-49
- d. 50-59
- e. 60+

21. What is the highest degree you have earned? What field and when? (Please complete only ONE box.)

- a. Bachelor's degree in _____ Year _____
- b. Master's degree in _____ Year _____
- c. Doctorate degree in _____ Year _____

22. How many years have you taught as of May 2012? _____ years

23. How many years have you taught at your current school as of May 2012? _____ years

24. How many years have you taught at your current grade level as of May 2012? _____ years

Thank you for completing the survey!

APPENDIX E:
PRINCIPAL SUMMER SURVEY INSTRUMENT

Principal Summer Survey Instrument

The purpose of this survey is to collect information about your experience implementing *Virginia's Performance Pay Initiative Pilot* and Virginia's new *Uniform Performance Standards and Evaluation Criteria for Teachers*. RMC Corporation is collecting information from all principals and other school leaders who are participating in the Pilot. The data collected will be used to inform the future work of the Virginia Department of Education (VDOE) as they plan statewide implementation. Your comments are valuable because they will guide future decision making at the state level.

All of your responses are strictly confidential. They will be read only by the RMC Evaluation Team and then aggregated with the responses from other principals. Trends and patterns that emerge from an analysis of the data will be used when writing the Evaluation Team's reports. No individually identifiable data about you, your school, or your school division will be given to the Virginia Department of Education or The College of William and Mary.

The survey should take about 30-45 minutes. Please complete the survey by **July 16, 2012**.

Thank you for participating!

Implementation of the New Teacher Evaluation Process and the Performance Pay Initiative Pilot

- 1. How did your school get involved in the Performance Pay Initiative Pilot?**
 - a. My school was required to participate in the program (Per VDOE requirement)
 - b. My school was required to participate in the program (Per local decision)
 - c. My school was invited to participate in the program (Per VDOE invitation and division decision)
 - d. Other: _____

- 2. How did teachers in your school get involved in the Virginia Performance Pay Initiative Pilot?**
 - a. All teachers in my school were required to participate in the program.
 - b. All teachers in my school were invited, but it was the teacher's decision whether or not to participate in the program.
 - c. Other: _____

- 3. If your teachers participated in the Virginia Performance Pay Initiative by invitation/choice, please indicate the percent of teachers, out of the total number of teachers invited to participate, who accepted the invitation and implemented the Pilot requirements during the 2011-2012 School Year.**

a. 100%	b. 75%-99%	c. 50%-74%	d. Below 50%
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4. To what extent did the process you used to evaluate teacher performance change during the 2011-2012 School Year?
- a. The process did not change at all.
 - b. The process changed somewhat.
 - c. The process changed significantly.

If the process changed, please describe how it changed.

5. Do you have a clear understanding of the performance standards for teachers that you are required to use to evaluate teachers?

Yes___ No___

If no, briefly indicate what is needed for a clearer understanding:

6. Do you have any concerns regarding any of the teacher performance standards?

Yes___ No___

If yes, please explain:

7. Do you expect some of the teachers you evaluated this school year (2011-2012) to be awarded a financial bonus based on the new teacher evaluation process?

Yes___ No___

If yes, please estimate the number and the percentage of teachers, of those who are participating in the Pilot, who will be awarded a bonus:

Number: _____ Percent: _____

8. Please rate your **UNDERSTANDING** of the **new teacher evaluation process** by indicating your level of agreement with the **following statements, using the following scale:**

3 = Strongly Agree, 2 = Agree, 1 = Disagree, NA = Not Applicable.

Please check ONE rating for each statement.

I have a good understanding of . . .	3	2	1	NA
• the knowledge, planning, and skills needed to be an effective teacher.				
• the appropriate use of two or more measures of student academic progress that will contribute to the performance evaluation of teachers.				
• the appropriate use of Student Growth Percentiles in an individual teacher's performance evaluation.				
• the appropriate use of Student Achievement Goal Setting in an individual teacher's performance evaluation.				
• the procedures teachers will use to provide input for their performance evaluation based on evidence of teaching effectiveness.				
• the overall goals and objectives of Virginia Performance Pay Pilot Initiative.				

9. If you disagreed with any of the statements above (a rating of 1), please explain why you disagree. Please be specific, but limit your response to 1,000 characters.

10. Please rate the **SUCCESS** of the **IMPLEMENTATION** of the **Performance Pay Initiative Pilot** at your school by indicating your level of agreement with the following statements, using the following scale:

3 = Strongly Agree, 2 = Agree, 1 = Disagree, NA = Not Applicable

Please check ONE rating for each statement.

The Performance Pay Initiative Pilot at my school . . .	3	2	1	NA
• included adequate planning and organization for successful implementation.				
• was implemented efficiently and smoothly.				
• provided adequate ongoing supports for administrators (principal and assistant principal), the leadership team, and teachers.				
• encouraged new instructional practices by providing teachers with ongoing guidance and support from the principal.				
• encouraged new instructional practices by providing teachers with ongoing guidance and support from an external consultant.				

The Performance Pay Initiative Pilot at my school . . .	3	2	1	NA
<ul style="list-style-type: none"> will include the analysis of multiple data sources (e.g., student assessment data [Fall 2012], observation reports, artifact collections, etc.) to evaluate the instructional effectiveness of teachers in my school. 				
<ul style="list-style-type: none"> was received by teachers in my school as a valid and fair way to assess teacher effectiveness. 				
<ul style="list-style-type: none"> required more time and work than I was able to dedicate to this initiative. 				
<ul style="list-style-type: none"> was difficult to implement due to specific challenges and numerous barriers. 				

11. If you strongly agreed (a rating of a “3”) or strongly disagree (a rating of a “1”) with any of the statements above, please provide a brief explanation for your rating. Please be specific and limit your response to 1,000 characters.

12. Please provide your perspective on the likelihood that the new teacher evaluation system and the Performance Pay Pilot will improve classroom instruction and increase student learning by indicating your level of agreement with the following statements, using the following scale:

3 = Strongly Agree, 2 = Agree, 1 = Disagree, NA = Not Applicable

Please check ONE rating for each statement.

I believe the . . .	3	2	1	NA
<ul style="list-style-type: none"> new teacher evaluation system is a valid, open, and fair way to assess teachers’ effectiveness. 				
<ul style="list-style-type: none"> Virginia Performance Pay Initiative Pilot is a viable way to retain and reward effective teachers. 				
<ul style="list-style-type: none"> overall implementation of the Pilot during the 2011-2012 school year was successful. 				

13. If you disagree with any of the statements above, briefly explain why you disagree. Please be specific but limit your response to 1,000 characters.

14. From a school administrator’s perspective, what challenges, if any, did YOU encounter when using the new teacher evaluation process, based on the *Uniform Performance Standards and Evaluation Criteria for Teachers*? How did you overcome the challenges? Please be specific but limit your response to 1,000 characters.

Training and On-Site Technical Support

15. Did you receive any training(s) and/or support from external consultants associated with the PILOT?

- a. Yes (Go to Question 16.)
- b. No (Go to Question 20.)

16. Please check ALL the trainings you participated in for the Pilot. If you do not remember the time frame, titles, or consultants of the trainings, please provide as much information that you remember.

Training(s) at The College of William and Mary

(These trainings were designed for school principals.)

- a. July or August 2011 (Overview of Pilot)
- b. October 2011 (Standard 7 of the *Uniform Performance Standards and Evaluation Criteria for Teachers*)
- c. January 2012 (Summative decisions)

Technology-Based Training(s):

- d. November 2011 (Webinar on goal setting for student academic progress)
- e. May 2012 (Webinar on using student growth data as part of the teacher evaluation process)

School-Based or School Division-Based Training(s):

f. Training(s) attended at your school:

- Time frame: Fall/Spring: _____
- Topic: _____
- Trainer's role:
 - Central Office Administrator
 - Principal
 - Assistant Principal
 - Instructional Coach
 - External Consultant
 - Other: _____

g. Trainings attended by teachers from multiple schools that were provided by the School Division:

- Time frame: Fall/Spring _____
- Topic: _____
- Trainer's role:
 - Central Office Administrator

- Principal
- Assistant Principal
- Instructional Coach
- External Consultant
- Other:

h. Other Trainings (Specify):

17. Did you receive on-site technical support from an external consultant to assist you in implementing the Pilot? If so, please answer the following questions:

- a. How often did the consultant come to your school during the 2011-2012 school year?
- Once
 - Twice
 - More than 2 times
- b. What was the focus of the visit(s) (check all that apply)?
- Working with teachers
 - Working with administrators
 - Visiting classrooms
 - Other: _____

18. How helpful was the support you received (including trainings and on-site technical assistance)?

(Being useful means that you are able to apply knowledge, skills, and strategies from the training(s) to evaluations of your teachers)

Please rate the usefulness of the support you received using the following scale:

3 = Very Useful, 2 = Somewhat Useful, 1 = Not Useful, NA = Not Applicable

Please check ONE rating for each statement.

I believe the training provided by _____	3	2	1	NA
• The College of William and Mary was . . .				
• the school division (multi-school trainings) was . . .				
• a technology-based format (e.g., webinar) was . . .				
• on-site visits and technical assistance (external consultant from The College of William and Mary or other technical assistance) was . . .				

I believe the training provided by _____	3	2	1	NA
<ul style="list-style-type: none"> Other (Specify): _____ 				

19. Please reflect on the training(s) you received from The College of William and Mary and rate the QUALITY of the trainings and support by indicating your level of agreement, using the following scale:

3 = Strongly Agree, 2 = Agree, 1 = Disagree, NA = Not Applicable.

Please check ONE rating for each statement.

When reflecting on the training I received from The College of William and Mary, I believe that . . .	3	2	1	NA
the goals and objectives were clearly identified and used to guide the trainings and/or technical assistance.				
the trainers were knowledgeable about the Virginia Performance-Pay Initiative Pilot, the new teacher evaluation system, and the <i>Uniform Performance Standards and Evaluation Criteria for Teachers</i> .				
the trainers answered all my questions about the Virginia Performance Pay Initiative Pilot, the new teacher evaluation system, and the <i>Uniform Performance Standards and Evaluation Criteria for Teachers</i> .				
the trainers/technical assistance providers were friendly and engaging.				
the content of the trainings/technical assistance was organized and easy to understand.				
adequate time was provided for consultation and guided practice.				
the materials distributed were pertinent and useful.				
I was able to transfer what I learned from the trainings and/or technical assistance to train my teachers.				
I now have a deeper understanding of the skills and strategies needed to be an effective teacher.				
I now have a deeper understanding of the leadership skills and strategies needed to be an instructional leader and evaluator of effective teaching.				
the trainings, overall, were well conducted, with high quality.				

20. Please rate your KNOWLEDGE and UNDERSTANDING of the PILOT by indicating your level of agreement with the following statements, using the following scale:

3 = Strongly Agree, 2 = Agree, 1 = Disagree, NA = Not Applicable.

Please check ONE rating for each statement.

I have a good understanding of . . .	3	2	1	NA
the overall goals and objectives of the Pilot.				
the roles and responsibilities as a participating School Principal in the Pilot.				
the evaluation process using the <i>Uniform Performance Standards and Evaluation Criteria for Teachers</i> .				
the knowledge, planning, and skills I need to be an effective instructional leader.				
Goal setting to improve student learning and teacher instruction.				
The use of student growth percentiles to measure student learning and evaluate teacher effectiveness.				
The procedures to obtain input from teachers as part of the new process for evaluating teacher effectiveness.				

Effectiveness of the New Teacher Evaluation Process and the Performance Pay Initiative Pilot

Please respond to Questions 21-24 to indicate your degree of satisfaction by checking a box under the numbers.

Please check ONE box for each question.

21. Overall, to what degree did the training and implementation of the new teacher evaluation process increase your understanding of an effective teacher evaluation process?

6	5	4	3	2	1
The training and implementation of the new teacher evaluation process greatly increased my understanding of effective practices in teacher evaluation.					The training and implementation of the new teacher evaluation process did <u>not</u> impact my understanding of effective practices in teacher evaluation.

22. Overall, to what degree did the training and implementation of the new teacher evaluation process increase your understanding of effective teaching practices?

6	5	4	3	2	1
The training and implementation of the new teacher evaluation process greatly increased my understanding of effective teaching practices.					The training and implementation of the new teacher evaluation process did <u>not</u> impact my understanding of effective teaching practices.

23. Overall, to what degree did the training and implementation of the new teacher evaluation process increase your expectations for teacher performance?

6	5	4	3	2	1
The training and implementation of the new teacher evaluation process greatly increased my expectations for teachers.					The training and implementation of the new teacher evaluation process did <u>not</u> impact my expectations for teachers.

24. Overall, to what degree did the new teacher evaluation process impact the instructional practices of teachers in your school?

6	5	4	3	2	1
The new teacher evaluation process greatly increased my teachers' understanding and implementation of effective instructional practices.					The new teacher evaluation process did <u>not</u> impact my teachers' understanding and implementation of effective instructional practices.

25. Overall, what is your opinion of the Virginia Performance Pay Initiative Pilot?

6	5	4	3	2	1
The Pilot experience provided me with support and encouragement that resulted in higher expectations for student achievement and teacher performance.			The Pilot experience did not provide me with sufficient support or encouragement to impact higher expectations for student achievement and teacher performance.		

26. Additional training: Please indicate below how much additional training you need to effectively implement the Pilot and evaluate your teachers. Use the following scale:

3 = Intensive Additional Training Needed, 2 = Some Additional Training Needed,

1 = No Additional Training Needed.

I need additional training on . . .	3	2	1
The overall goals and objectives of the Virginia Performance Pay Initiative Pilot.			
The roles and responsibilities as a participant school leader of the Pilot.			
The <i>Uniform Performance Standards and Evaluation Criteria for Teachers</i> .			
The knowledge, planning, and skills needed to be an effective teacher.			
The knowledge, planning, and skills needed to be an effective instructional leader.			
Goal setting to improve teacher instruction and student learning .			
The use of student growth percentiles to measure student learning and teacher effectiveness.			
The procedures and steps to obtain input from teachers as part of the new process for evaluating teacher effectiveness.			
Other: _____			

27. Please share with us any other comments about the trainings you received or the implementation process. Please limit your response to 1,000 characters.

28. Are there any questions that we **SHOULD HAVE ASKED**? Please list them here.

29. Please share any final comments or concerns:

Background Information

In Questions 30-34, please tell us a little about you.

30. What was your role in 2011-12 school year?

- a. Principal
 - b. Assistant principal
 - c. Content Supervisor
 - d. Other:
-

31. What is your present age? (Please select ONE.)

- a. 22-29 b. 30-39 c. 40-49 d. 50-59 e. 60+

32. What is the **highest** degree you have earned? What field and when? (Please complete only ONE box.)

- a. Bachelor's degree in _____ Year _____
- b. Master's degree in _____ Year _____
- c. Doctorate degree in _____ Year _____

33. The total number of years you have been in your current position as of June 2012:
_____ years

34. The total number of years you have been in your current position at current school/division:
_____ years

Thank you for completing the survey!

APPENDIX F:
TEACHER FALL SURVEY INSTRUMENT

Teacher Fall Survey Instrument

Many of you completed the first VPPI Teacher Survey that was conducted last spring. We appreciate your effort, time, and reflective comments. Now that the *Governor's Virginia Performance Pay Incentives* pilot is coming to an end and the summative decisions have been made, we are again seeking your opinion.

Unlike the spring survey, the 2nd Teacher Survey does not include constructed responses. You will find that this survey can be completed in about 10 or 15 minutes.

The purpose of this survey is to collect information about your experiences with the VPPI pilot initiative. The Virginia Department of Education wants to learn from your experiences – what worked and what should be changed. Your comments, therefore, are very important.

We are collecting similar information from teachers in other participating schools. The data collected will be used to inform the final evaluation report that will assist educational stakeholders in future work with performance-pay and teacher evaluation.

All of your responses are strictly confidential. They will be read only by the RMC Evaluation Team and then aggregated with the responses from other teachers for an analysis. No individually identifiable data about you, your school, or your school division will be given to the Virginia Department of Education or The College of William and Mary.

The survey should take about 10-15 minutes. Please complete the survey by **November 12, 2012**.

A. Division (SELECT FROM PULL DOWN MENU)

B. School (SELECT FROM PULL DOWN MENU)

C. What is your position at the school? Select the BEST FIT

(SELECT FROM PULL DOWN MENU)

1. Elementary Teacher

2. Content Area Teacher

3. Specialist/Interventionist/Support

4. Instructional Coach

D. How is your school identified for the Virginia Performance Pay Initiative pilot?

- ☐ HTS: Hard to Staff
- ☐ SIG: School Improvement Grant

E. Are you participating in the Virginia Performance Pay Initiative pilot?

- ☐ Yes
- ☐ No

F. Why did you decide to participate in the Virginia Performance Pay pilot?

- ☐ Accepted the invitation to participate
- ☐ N/A

G. Will/Did you receive a performance-pay award for the 2011-2012 school year?

- ☐ Yes
- ☐ No
- ☐ I do not know at this time.

H. If you will/did receive a performance-pay award, what is the amount?

- ☐ \$5,000
- ☐ \$2,500
- ☐ Other (fill in amount)

I. Which of the following key features of the Virginia Performance Pay Initiative (VPPI) pilot did you participate in or discuss during the Pilot year (July 2011 to November 2012)?

SELECT ALL THAT APPLY

- ☐ You assisted in writing the VPPI grant proposal.
- ☐ You participated in training/professional development on the VPPI goals, implementation procedures, and responsibilities.
- ☐ You participated in training/professional development on the Performance Standards and Sample Performance Indicators.
- ☐ You participated in training/professional development on developing SMART goals for student achievement.
- ☐ You assisted in aligning the school's evaluation process to the (2012) *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*.

- ☐ You administered pre-assessment to gather baseline data (to inform goal setting).
- ☐ You implemented Goal-Setting for Student Achievement.
- ☐ You reviewed school-based Student Growth percentiles at the beginning of the Pilot (Fall 2011).
- ☐ You reviewed the Student Growth percentiles of your students (if available).
- ☐ You implemented research-based instructional practices to target learning needs and increase student achievement.
- ☐ You discussed your students' ongoing progress monitoring data with the principal.
- ☐ You met with your principal after formal observations for a post-observation conference.
- ☐ You met with your principal to discuss the results of the multiple measures used to document your teaching performance for the 2011-2012 school year.
- ☐ You met with your principal at mid-year (of the 2011-2012 school year) to review your documentation logs, including evidence related to each performance standard and evidence-based instructional strategies.
- ☐ You met with your principal to review your 2011-2012 school year documentation indicating teaching effectiveness and student academic progress (e.g., documentation log, student achievement goal setting data, Student Growth Percentiles, student achievement data, SOL assessment results).
- ☐ You met with your principal to discuss your 2011-2012 school year summative ratings on each standard and the overall summative rating.
- ☐ Your final evaluation and rating for the 2011-2012 school year was based on the Performance Rubrics for Performance Standards.
- ☐ You received an "unacceptable" on one or more Performance Standards.
- ☐ An improvement plan was developed to improve an "unacceptable" on one or more Performance Standards.
- ☐ You received a "Developing/Needs Improvement" final summative rating for the 2011-2012 school year.
- ☐ If you received a "Developing/Needs Improvement" final summative rating for the 2011-2012 school year, you met with your principal to discuss and develop an Improvement Plan.
- ☐ You completed the Spring Teacher Survey (VPPI evaluation tool from RMC Research Corporation).
- ☐ You reflected on the VPPI Pilot and planned how to improve instructional practice in the 2012-2013 school year.

J. Which of the following key features of the Virginia Performance Pay Initiative (VPPI) pilot did you find to be the most challenging to implement?

(SELECT THREE)

- ☐ Classroom practice based on the (2012) Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers
- ☐ Implementing SMART goals to increase student achievement
- ☐ Using multiple measures to document your teaching performance
- ☐ Using multiple measures to document your students' learning
- ☐ Time management, implementing all the requirements within the established time frame
- ☐ Developing and implementing improvement plans as a result of "Developing/Needs Improvement" or "Unacceptable" ratings.

K. What supports were MOST helpful to you? (SELECT TWO)

- ☐ Trainings conducted at The College of William and Mary
- ☐ Guidance and clarity of the Pilot process from my principal
- ☐ On-Site support provided by The College of William and Mary or outside consultants
- ☐ Division-Level support
- ☐ School-Level support
- ☐ Networking with other teachers
- ☐ Materials (print and online resources)

L. What supports were LEAST helpful to you? (SELECT TWO)

- ☐ Training(s) and professional development
- ☐ Guidance and clarity of the Pilot process
- ☐ On-Site Support provided by The College of William and Mary or outside consultants
- ☐ Division-Level support
- ☐ School-Level support
- ☐ Networking with other teachers
- ☐ Materials (print and online resources)

M. Indicate your agreement with the following statement: I received ongoing support that enabled me to effectively plan and provide research-based instruction for the Virginia Performance Pay Initiative Pilot. (SELECT FROM PULL DOWN MENU)

N. Indicate your agreement with the following statement: Overall, the Pilot was successful at my school. (SELECT FROM PULL DOWN MENU)

O. What is your expectation for the future success of the new teacher evaluation process improving teaching and learning at your school?

(SELECT ONE STATEMENT THAT BEST REPRESENTS YOUR EXPECTATION)

- ☐ Low expectation: the new evaluation process will not improve teaching and learning at my school.
- ☐ Moderate expectation: although there are still challenges facing the new teacher evaluation process, I think this change will improve teaching and learning at my school.
- ☐ High expectation: as teaching improves and students achieve at higher levels, teacher “buy-in” increases. I believe the new teacher evaluation process will result in a significant improvement in instruction and student achievement.

P. What is your expectation for the future success of the new teacher evaluation process impacting the retention of exemplary teachers at your school?

(SELECT ONE STATEMENT THAT BEST REPRESENTS YOUR EXPECTATION)

- ☐ Low expectation: the new evaluation process will result in exemplary teachers leaving hard-to-staff schools and/or schools identified as needing improvement.
- ☐ Moderate expectation: increasing the role of teachers in the evaluation process will increase the likelihood that exemplary teachers will remain at hard-to-staff schools and/or schools identified as needing improvement.
- ☐ High expectation: The new teacher evaluation system encourages evidence-based teaching and collaboration between administrators and teachers. This sense of teamwork provides support for teaching and learning. As a result, excellent teachers will continue to teach at hard-to-staff schools/or schools identified as needing improvement.

Q. What is your expectation for the future success of Performance Pay improving teaching and learning at your school?

(SELECT ONE STATEMENT THAT BEST REPRESENTS YOUR EXPECTATION)

- ☐ Low expectation: performance-pay will not improve teaching and learning at my school.
- ☐ Moderate expectation: although there are still challenges facing performance-pay, I think this incentive will improve teaching and learning at my school.
- ☐ High expectation: As teaching improves and students achieve at higher levels, teacher “buy-in” increases. I believe Performance-Pay will make a significant impact on student learning and retaining our best teachers.

R. What is your expectation for the future success of the new teacher evaluation process impacting the retention of exemplary teachers at your school?

SELECT ONE STATEMENT THAT BEST REPRESENTS YOUR EXPECTATION.

- ☐ Low expectation: the new evaluation process will not result in exemplary teachers staying at hard-to-staff schools and/or schools identified as needing improvement.
- ☐ Moderate expectation: increasing the role of teachers in the evaluation process will increase the likelihood that exemplary teachers will remain at hard-to-staff schools and/or schools identified as needing improvement.
- ☐ High expectation: The new teacher evaluation system encourages evidence-based teaching and collaboration between administrators and teachers. This sense of team work provides support for teaching and learning. As a result, excellent teachers will continue to teach at hard-to-staff schools/or schools identified as needing improvement

S. What is your expectation for the future success of Performance-Pay improving teaching and learning at your school?

SELECT ONE STATEMENT THAT BEST REPRESENTS YOUR EXPECTATION

- ☐ Low expectation: performance-pay will not improve teaching and learning at my school.
- ☐ Moderate expectation: although there are still challenges facing performance-pay, I think this incentive will improve teaching and learning at my school.
- ☐ High expectation: As teaching improves and students achieve at higher levels, teacher “buy-in” increases. I believe Performance-Pay will make a significant impact on student learning and retaining our best teachers.

T. What is your expectation for the future success of Performance-Pay impacting the retention of exemplary teachers at your school?

SELECT ONE STATEMENT THAT BEST REPRESENTS YOUR EXPECTATION

- ☐ Low expectation: rewarding exemplary teachers with performance-pay WILL NOT increase the retention of high-quality teachers at my school.
- ☐ Moderate expectation: rewarding exemplary teachers with performance-pay WILL INCREASE THE LIKELIHOOD that excellent teachers will remain at hard-to-staff schools and/or schools identified as needing improvement.
- ☐ High expectation: By rewarding exemplary teachers with performance-pay, I believe excellent teachers WILL continue to teach at hard-to-staff schools/or schools identified as needing improvement.

APPENDIX G:
PRINCIPAL FALL SURVEY INSTRUMENT

Principal Fall Survey Instrument

1. Division (SELECT FROM PULL DOWN MENU)

2. School (SELECT FROM PULL DOWN MENU)

3. What is your position at the school? (SELECT FROM PULL DOWN MENU)

4. How many teachers (i.e., teachers who would receive an evaluation as a part of the division's evaluation cycle) are in your school? (INPUT THE NUMBER)

5. How many teachers (i.e., teachers who would receive an evaluation as a part of the division's evaluation cycle) in your school are participating in the pilot? (INPUT THE NUMBER)

6. How many teachers in the Pilot did you rate using the new evaluation process? (INPUT THE NUMBER)

**7. How many teachers in the Pilot received performance-pay?
(INPUT THE NUMBER)**

8. Which of the following key features of the Virginia Performance Pay Initiative (VPPI) Pilot were implemented in your school during the Pilot (July 2011 to November 2012)? (SELECT ALL THAT APPLY)

- ☐ 1. Submitted a VPPI grant proposal
- ☐ 2. Participated in trainings (The College of William and Mary)
- ☐ 3. Participated in webinars
- ☐ 4. Aligned the school's evaluation process to the (2012) Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers
- ☐ 5. Administered pre-assessment to gather baseline data (to inform goal setting)
- ☐ 6. Implemented professional development for teachers on the components, guidelines, and overall goals of the Pilot
- ☐ 7. Implemented professional development for teachers focusing on the Performance Standards and Sample Performance Indicators
- ☐ 8. Implemented professional development for teachers on developing SMART goals for student achievement

- ☐ 9. Implemented Goal Setting for Student Achievement
- ☐ 10. Reviewed Student Growth percentiles with teachers at the beginning of the Pilot (if available)
- ☐ 11. Implemented Instructional Leadership by providing guidance and assistance to teachers in selecting research-based instructional practices to target learning needs and increase student achievement.
- ☐ 12. Discussed ongoing student progress monitoring data with teachers
- ☐ 13. Used multiple measures to document teacher performance (including formal observations followed by post-conference discussions)
- ☐ 14. Facilitated mid-year review of teachers' documentation logs, including evidence related to each performance standard and evidence-based instructional strategies
- ☐ 15. Reviewed each teacher's documentation log, student academic progress data (e.g., student achievement goal setting data, Student Growth Percentiles, student achievement data, SOL assessment results) at the end of the 2011-2012 school year
- ☐ 16. Used the VDOE Performance Rubrics for Performance Standards when making summative decisions and rating teachers
- ☐ 17. Implemented final evaluation conferences with each teacher to discuss ratings on each standard and the overall summative rating
- ☐ 18. Recognized exemplary teachers
- ☐ 19. Developed improvement plans for any teachers as a result of "Developing/Needs Improvement" ratings
- ☐ 20. Completed the Summer Principal Survey (VPPI evaluation tool from RMC Research Corporation)
- ☐ 21. Completed the Data Spread Sheet (VPPI evaluation tool from RMC Research Corporation)
- ☐ 22. Reflected on the VPPI Pilot and planned how to improve the process in the 2012-2013 school year.

9. Which of the following key features of the Virginia Performance Pay Initiative (VPPI) Pilot did you find to be the most challenging to implement? (SELECT THREE)

- ☐ 1. Aligning the school's evaluation process to the (2012) *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*
- ☐ 2. Implementing professional development for teachers
- ☐ 3. Implementing Goal Setting for Student Achievement
- ☐ 4. Using multiple measures to document teacher performance
- ☐ 5. Using multiple measures to documents student learning
- ☐ 6. Scheduling time for Instructional Leadership (e.g., Walk-Throughs, professional development)
- ☐ 7. Using the VDOE Performance Rubrics for Performance Standards when making summative decisions and rating teachers
- ☐ 8. Developing and implementing improvement plans as a result of "Developing/Needs Improvement" or "Unacceptable" ratings.

10. What supports were MOST helpful to you? (SELECT TWO)

- ☐ 1. What supports were MOST helpful to you? (SELECT TWO) 1. Trainings conducted at The College of William and Mary
- ☐ 2. Guidance and clarity of the Pilot process from the Virginia Department of Education
- ☐ 3. On-Site support provided by The College of William and Mary or consultants
- ☐ 4. Division-Level support
- ☐ 5. School-Level support
- ☐ 6. Networking with other principals and school leaders
- ☐ 7. Materials (print materials, training flash drives, online resources)

11. What supports were LEAST helpful to you? (SELECT TWO)

- ☐ 1. What supports were LEAST helpful to you? (SELECT TWO) 1. Trainings conducted at The College of William and Mary
- ☐ 2. Guidance and clarity of the Pilot process from the Virginia Department of Education
- ☐ 3. On-Site Support provided by The College of William and Mary or consultants
- ☐ 4. Division-Level support
- ☐ 5. School-Level support
- ☐ 6. Networking with other principals and school leaders

- ☐ 7. Materials (print materials, training flash drives, online resources)

12. Indicate your agreement with the following statement: I received ongoing support that enabled me to provide effective leadership for the Virginia Performance Pay Initiative Pilot. (SELECT FROM PULL DOWN MENU)

13. Indicate your agreement with the following statement: Overall, the Pilot was successful at my school. (SELECT FROM PULL DOWN MENU)

14. What is your expectation for the future success of the new teacher evaluation process improving teaching and learning at your school? (SELECT ONE STATEMENT THAT BEST REPRESENTS YOUR EXPECTATION)

- ☐ 1. Low expectation: the new evaluation process will not improve teaching and learning at my school.
- ☐ 2. Moderate expectation: although there are still challenges facing the new teacher evaluation process, I think this change will improve teaching and learning at my school.
- ☐ 3. High expectation: As teaching improves and students achieve at higher levels, teacher “buy-in” increases. I believe the new teacher evaluation process will make a significant improvement in instruction and increase student achievement.

15. What is your expectation for the future success of the new teacher evaluation process impacting the retention of exemplary teachers at your school?

(SELECT ONE STATEMENT THAT BEST REPRESENTS YOUR EXPECTATION)

- ☐ 1. Low expectation: the new evaluation process will result in exemplary teachers leaving hard-to-staff schools and/or schools identified as needing improvement.
- ☐ 2. Moderate expectation: increasing the role of teachers in the evaluation process will increase the likelihood that exemplary teachers will remain at hard-to-staff schools and/or schools identified as needing improvement.
- ☐ 3. High expectation: The new teacher evaluation system encourages evidence-based teaching and collaboration between administrators and teachers. This sense of teamwork provides support for teaching and learning. As a result, excellent teachers will continue to teach at hard-to-staff schools/or schools identified as needing improvement.

16. What is your expectation for the future success of Performance-Pay improving teaching and learning at your school?

(SELECT ONE STATEMENT THAT BEST REPRESENTS YOUR EXPECTATION)

- ☐ 1. Low expectation: performance-pay will not improve teaching and learning at my school.
- ☐ 2. Moderate expectation: although there are still challenges facing performance-pay, I think this incentive will improve teaching and learning at my school.

- ☐ 3. High expectation: As teaching improves and students achieve at higher levels, teacher “buy-in” increases. I believe Performance-Pay will make a significant impact on student learning and retaining our best teachers.

17. What is your expectation for the future success of Performance-Pay impacting the retention of exemplary teachers at your school?

(SELECT ONE STATEMENT THAT BEST REPRESENTS YOUR EXPECTATION)

- ☐ 1. What is your expectation for the future success of Performance-Pay impacting the retention of exemplary teachers at your school? (SELECT ONE STATEMENT THAT BEST REPRESENTS YOUR EXPECTATION) 1. Low expectation: rewarding exemplary teachers with performance-pay WILL NOT increase the retention of high-quality teachers at my school.
- ☐ 2. Moderate expectation: rewarding exemplary teachers with performance-pay WILL INCREASE THE LIKELIHOOD that excellent teachers will remain at hard-to-staff schools and/or schools identified as needing improvement.
- ☐ 3. High expectation: By rewarding exemplary teachers with performance-pay, I believe excellent teachers WILL continue to teach at hard-to-staff schools/or schools identified as needing improvement.

APPENDIX H:
DATA SPREADSHEET TEMPLATE

Data Spreadsheet Template

Virginia Performance Pay Initiative (VPPI) Pilot DATA Spreadsheet - Fall 2012

Page 1 of 3								
<p>FIRST - Read the DIRECTIONS (separate attachment)</p> <p>REMINDERS:</p> <p>Remember to complete pages 1, 2, and 3. To go to pages 2 and 3, find the arrows and scroll bar at the bottom of the spreadsheet. Use the cursor to move the scroll bar to the right. You will see pages 2 and 3.</p> <p>Use the chart below when providing the summative rating for each teacher.</p> <p style="margin-left: 40px;">1 = Unacceptable 2 = Developing/Needs Improvement 3 = Proficient 4 = Exemplary</p> <p>You should assign a number, beginning with 101, to each teacher. Do not include the teachers' names. They will not be identified in the report.</p> <p>Your responses are confidential. You will NOT be identified in the evaluation report.</p>	BASIC INFORMATION:	BASIC INFORMATION:	Teacher ID Number	Standard	Standard	Standard		
	Please input your answer below or beside each question.	Please input your answer below or beside each question.	(Assign each participating teacher a number)	1	2	3	(See Directions for Rating Scale)	
				101				
	What is the School Division?	How many teachers at your school participate in the Virginia Performance Pay Pilot?		102				
	Division:			103				
				104				
	Contact Person:			105				
		# teachers =		106				
	E-Mail:			107				
				108				
	What is the School?	If someone other than the Principal is providing the leadership for the VPPI Pilot, please provide the following information:		109				
	School:			110				
				111				
	Contact Person:			112				
				113				
	E-Mail:	Name:		114				
				115				
	Who is the Principal?	E-mail:		116				
	Name:			117				
		Phone Number:		118				
	E-Mail:			119				
				120				
	Phone Number:			121				
				122				
				123				
			124					
			125					
			126					
			127					
			128					
			129					
			130					
			131					

If you have any questions, contact:

Virginia Performance Pay Initiative (VPPI) Pilot
DATA Spreadsheet - Fall 2012

Page 2 of 3	Standard	Standard	Standard	Standard	SUMMATIVE	Did you use	Teacher	SOL Pass Rate for each teacher. (Indicate N/A if Not Applicable)					
	4	5	6	7	RATING	SGP?	ID	English Tests	Mathematics Tests	History/Social Science Tests			
	(See Directions for Rating Scale)					Yes or No	Number:	Total # tested:	Total # passed:	Total # tested:	Total # passed:	Total # tested:	Total # passed:
							101						
							102						
							103						
							104						
							105						
							106						
							107						
							108						
							109						
							110						
							111						
							112						
							113						
							114						
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							116						
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							128						
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							130						
							131						

If you have any questions, contact:

Virginia Performance Pay Initiative (VPPI) Pilot
DATA Spreadsheet - Fall 2012

Page 3 of 3	Teacher	SOL Pass Rate for each teacher		Awarded	If YES . . .
	ID	Science Tests		Performance Pay	Amount of Award
	Number:	Total # tested:	Total # passed:	Yes or No	
	101				
	102				
	103				
	104				
	105				
	106				
	107				
	108				
	109				
	110				
	111				
	112				
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	128				
	129				
	130				
	131				

NOTES:

If you have any questions, please contact:

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If you have any questions, contact:

APPENDIX I:
VPPI PILOT DOCUMENT REVIEW TEMPLATE

VPPI Pilot Document Review Template

VPPI Pilot - Reliability Check

Document Review:

Evidence supporting Summative Decisions

Date: _____

1. School Division: _____

2. School: _____

3. Principal/Evaluator: _____

Teacher:

4. Numerical Code: _____

5. Summative Rating: _____

6. Evidence:

_____ Teacher Summative Performance Report

_____ Interim Evaluation

_____ Performance Rubric

_____ Decision Rules Rubric

_____ Classroom Observation reports: Walk-throughs

_____ Classroom Observation reports: Formal Observations

_____ Goal-Setting documents

_____ Assessment Data (e.g., SOL data)

_____ Student Growth Percentiles

_____ Written description of the evaluation process used for this teacher

_____ Other (list):

Review of evidence:

Findings:

RMC Research Evaluation Team Rating: _____

_____ Strong Evidence (triangulated documentation)

Justification:

_____ Adequate Evidence (must include: *Teacher Summative Performance Report*, plus at least one other document that provides evidence for rating.)

Justification:

_____ Weak Evidence

Justification:

Reliability Results:

APPENDIX J:
E-MAIL SENT TO PRINCIPALS REQUESTING DOCUMENTED EVIDENCE OF
SUMMATIVE DECISIONS

E-mail sent to principals requesting documented evidence of summative decisions

Sent November 12, 2012

Good Afternoon, Principal _____.

My name is [deleted]. I am a Senior Research Associate for RMC Research Corporation (RMC). RMC is conducting the external evaluation of the Virginia Performance Pay Incentives (VPPI) pilot initiative.

You have already submitted data for the evaluation. I want to thank you for your time and effort in providing us with your feedback regarding the implementation of the VPPI pilot. The purpose of this e-mail is to request additional VPPI data. Our contract with the Virginia Department of Education (VDOE) requires that we conduct a reliability check of the summative ratings for teachers who participated in the VPPI pilot.

Reliability Check for Summative Teacher Ratings

After reviewing the VPPI Data Spreadsheet for your school, the evaluation team chose two of the teachers that you rated:

Teacher 1: Data Spreadsheet ID Number: _____

Teacher 2: Data Spreadsheet ID Number: _____

Please submit the documents you used when rating these two teachers. For example, send us the *Teacher Summative Performance Report*, the *Performance Rubric*, and **any supporting evidence that you used when determining their summative ratings**. A brief description of your summative decision-making process for each of the two teachers will be very helpful. Additionally, if one of the teachers selected for review is rated *Developing/Needs Improvement* or *Unacceptable*, please indicate your next steps to improve teacher performance. The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* provides guidance for evidence-based summative decisions. Rereading pages 66 - 77 may help you with our request.

Documentation that provides evidence supporting your rating for each teacher may include the following:

1. Teacher Performance Report
2. Performance Rubrics
3. Written description of the process you used to arrive at a summative rating
4. Classroom observation reports
5. Goal-Setting
6. Assessment Data (e.g., SOL data)
7. Student Growth Percentiles
8. Interim Evaluation

There are multiple measures that can be used to support summative decisions. This list is just a starting point. There are some materials that may support your decision, but they are not easily sent via E-mail. The written description is often helpful when the supportive materials are too

bulky to send electronically (for example the Documentation Logs submitted by teachers or teachers' lesson plans).

Procedure

1. Gather the evaluation documents and supporting evidence for each of the two teachers.
2. Delete the teachers' names or any identifying information.
3. Mark each document with the school name and the VPPI Data Spread Sheet teacher ID number.
4. Scan documents, if needed.
5. Upload the materials to the SSWS secure website.

DUE: Monday, November 19

I realize this is a very quick turnaround for the data. Our final report, however, is due at the end of the month. Thus, we need the data quickly. We do appreciate your effort and realize this may be a time-consuming task. The good news is: this is our final data request.

If you have any questions or concerns, please contact me. My e-mail address and phone number are listed below.

